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## The Wellesley News (03-12-1970)

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# Wellesley News

Vol. LXIII, No. 18

WELLESLEY NEWS

Thursday, March 12, 1970

## Billings Rises From Potential, Becomes Reality

by Christine Benedict '71  
Billings Committee

Billings is going to be beautiful — on the inside at least. Most of the major construction is done, and the finishing work — wiring, plastering, flooring, etc. — is getting under way. The main part of the building — the long section farthest away from the chapel — will hold the grill and dining area. Most people will be glad to hear that, except for cold drinks, cigarettes, etc., there will be no vending machines. The dining area can be cleared for use as a dance floor, and at the opposite end of the room there is a platform-stage equipped with enough electric power to handle such items as movie projectors and electric guitars.

Four levels of what may loosely be called "lounge space" extend up from the dining area to the roof. These lounges are open; one can look down into the dining area, and across and up to other lounges. The use of these areas is to be left up to those who use them. In addition, this section of Billings Center will have a built-in sound system over which long-playing tapes can be piped. In this way the lounge areas will be made much more private than their architecture would suggest. Old Billings — nearest the chapel

— will be refurbished, and will continue to house business and student activity offices, and meeting rooms. Between the main section of Billings and old Billings is located what may eventually become the future center of activity in Billings. This area, the link, will be one of the main entry ways for the center. In an atmosphere something like that of a mall, the link will have: publicity boards for on and off campus activities; an index area; a small, student-run store selling such things as toothpaste and pencils (contact Billings Committee if interested); a ticket office, not only for bus tickets, but also for tickets to special events on — and possibly off — campus; Offices for the Director of Activities, the building manager, and a secretary. There will also be space for individuals or groups to publicize special concerns — an improvement over the present arrangement in which card tables are set up in the academic quad in good weather only. Mr. Neal Brown, Operations Manager for Billings Center, sees the link as an important asset for communication and interaction between all members of the community.

The basement of Billings Center has, along with facilities for the physical plant and space for storage, sev-

eral rooms which are to be used for Center activities. One of these will house the new coffee house, presently located in 300 Billings. Future uses for the other two or three have yet to be decided, and the Billings Committee would welcome suggestions. Some that have already been made are: duplicating room, file cabinet room, poster service room, and darkroom. Unfortunately, space in the basement is both limited and oddly distributed due to the structural changes made to accommodate the levels of lounge area upstairs.

Right now the Billings Committee is beginning to get down to specific ideas for activities in Billings Center. One suggestion has been that a poster service be started. For a fee, this service would design and print post-

ers for individuals and organizations on campus who have something to advertise. This service would be operated by students with artistic and business talent, as a profit-making enterprise. Another suggestion is that Billings Center include a darkroom. Anyone interested in working on this idea should contact Harriett Milnes.

The Billings Committee definitely needs to hear from people with ideas about how to use the facilities in Billings. We cannot have everything — Billings is small. The committee must know soon how people feel about the ideas already put forward, and what other ideas they want to add.

Harambee House is the cultural and social center for the black commu-

ity at Wellesley. The building itself used to be the old AKX social house. After summer maintenance and repair, it was turned over to the black community along with funds for use in decorating. It has been found, however, that the funds are insufficient to cover all the necessary expenses, which include the hiring of a decorator, as well as the actual decorating itself. So far, the decorating committee is doing the best it can with the money it has. In the meantime, Harambee House is being used as a meeting place for black students on campus. Parties, and gatherings to hear guest speakers have taken place throughout the year. While Ethos has made the most out of the house so far, the hope, accord-

(Continued on page 11)

## Emotions Rage At Hearings; Diverse Factions Testify

by Ann Lentz '71

A legislative hearing on the repeal of Massachusetts abortion laws was held on March 3, at the Boston State House.

Amid emotional outbursts, varied testimony, first of the proponents of a bill repealing the present laws, and later of those opposed to this bill, was heard by the joint Committee on Social Welfare. Because of the extreme emotionalism of the audience, even clapping was ruled out of order, although this rule was broken repeatedly.

### Pro-Repeal Groups

Among those speaking in favor of the bill were doctors and university professors, as well as representatives of such groups as Zero Population Growth, Inc., the Abortion Task Force of the National Organization for Women, the Unitarian

Universalist Women's Federation, and Boston Women United.

Members of Bread and Roses attempted to stage a guerrilla theatre presentation in which one woman shouted, "Help, help, doctor! I've been raped!" and was answered by another, "Wonderful, you'll love motherhood. It's so fulfilling."

### Baird Statement

Sue Vogel read a statement written by William R. Baird, who is currently serving a 3-month sentence for distribution of birth control information to single women. Baird said that a woman's "body is her own and not the body of the state"; not to give her control of her body is "slavery" and an indication of "man's incredible inhumanity to woman."

### Abortion Opponents

The testimony of the bill's oppon-

ents was as diverse as that of its supporters. A social worker testified that permitting abortion would lead to the break-up of the American family. The Rt. Rev. Paul V. Harrington, as a representative of Cardinal Cushing and the bishops of Massachusetts, also spoke against the bill.

Four women had come to the statehouse to oppose fluoridation and stayed to oppose the repeal of abortion laws. One woman testified that she could not understand all the talk about unwanted children; she had three extra rooms and would take them all in and love them.

The diversity of the testimony offered is indicative of the schism between opponents of the bill and its supporters. The high degree of emotionalism on both sides probably makes a compromise unacceptable to either camp. In any case, total repeal of the abortion laws seems unlikely in a predominantly Catholic state such as Massachusetts.

## Council Approves Entrance In Eleven College Program

by Ann Lentz '71

Academic Council stayed in session overtime on Thurs., March 5, to approve Wellesley's membership in the Eleven College Program.

Immediately after the vote was taken, Mr. Phibbs, who presided in the absence of Miss Adams, announced that the Board of Trustees had also approved Wellesley's participation in the interchange.

### SRC Proposal Tabled

Lengthy discussion and many misunderstandings of the Structural Revision Committee's proposal for department organization forced the Council into the extended session. The proposal, which has been before Council for several months, was tabled again because of its vague terminology.

An amendment to the proposal, submitted by Mr. Pinsky for the Advisory Committee on Appointments and Tenure, was approved by Council. The amendment, a revised version of one proposed by the same group at the previous meeting, states that the department committee shall "reach an understanding of college and departmental policy concerning criteria and procedures for promotion and tenure."

### Curriculum Presented

Miss Fleming presented a tentative curriculum for 1970-1971. It includes an increase in the number of courses relating to the US Studies, Afro-American Studies, and Urban Studies fields. The art department proposed a general techniques course to replace many of the existing laboratories (that of Art 100 is to be retained). The English department wishes to withdraw its 103 course and open its 200-level courses to freshmen.

Other changes include: dropping specific course requirements for the major and increasing the number of

seminars in the history department, giving more emphasis to Latin American literature in the Spanish department, and the addition of extracurricular courses, one a 200-level seminar on computer application development and one a course on interpretation and judgment of films.

### Workshop Approved

A motion made by Mrs. Ingrid Stadler to cancel classes on Wed.,

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Michael Merritt plays the "Machiavel on love," libertine Mr. Horner, in Wycherley's "The Country Wife".

March 13-14-15

Wellesley College Theatre

William Wycherley's

Racy Restoration Romp

Definitely Rated X

"THE COUNTRY WIFE"

A bawdy comedy

Directed by Paul R. Barstow

Designed by Eric Levenson

Alumnae Hall 8:00 pm

Tickets, by mail or at the

Box Office—\$1.50

Wellesley College students—\$1.00



# Election Appeal

In the past few years signs of discontent have appeared many times on the Wellesley campus. This winter's Renaissance '70 and tenure group actions suggest that the malaise is more vocal and more wide-spread than ever before. Experience has shown that neither working totally within the existing channels nor working totally outside those channels is an effective way of bringing about change here. Instead, student leaders in recognized positions of authority must bring all the pressure they can to bear on committees, councils, and other bodies able to make or recommend changes. That is why this year of all years it is important not to take a "who cares" attitude toward CG elections.

If the constitutional changes proposed by SRC are approved, Senate will be a real student body with only student members voting. The leadership of Senate will determine whether it is merely a student body or a student force.

News is disappointed in the general quality of the statements received from the candidates. Disorganized and apparently hastily written (including unbelievable spelling and grammar mistakes), they seem to avoid commitment to any definite programs or any set of priorities. Instead they lapse into vague generalities about the nature of the offices or lists of proposals already suggested by Renaissance '70 and others. While it is true that the Renaissance '70 report forms a kind of instant platform for candidates this year (and it should; the report is vast in scope and takes up almost all the major issues now being discussed on campus), it is for this very reason that candidates should go beyond the report in competing for offices, not so much in terms of more proposals, but in terms of specific priorities. A CG officer should, in a sense, be an administrator or moderator, should make sure that all points of view are heard. But at the same time she should also be a leader, taking an active and initiative role in fighting for the legislation she most wants, outside of Senate as well as within it.

Because the statements do not make explicit which issues are most important to the individual candidates, because they tend to be a political in nature, News feels that these statements may very well not tell you who you should vote for. But News urges you to read the statements anyway on the grounds that they will very often tell you who not to vote for. News further asks you to take advantage of all opportunities for contact with the candidates and with their ideas, and to use this information by voting in CG elections. Only by using your voice can you make it heard.

## Whistlestop

Kissing babies, that age-old campaign technique, would not be appropriate here at Wellesley, and CG candidates are not in a position to offer college service jobs (Wouldn't you like to be file-clerk in Miss Adams' office?) in return for support; so what are they to do to win votes?

Here News reports what the competition would be like if candidates ran rough-tough campaigns, similar to those political battles outside the ivory tower, to gain the fruits of victory. It is not hard to foresee a time, when, as student power increases, the race for CG offices will go something like this . . .

In pursuit of the esteemed and powerful College Government positions, some candidates stop short only of a Madison Avenue ad campaign to increase their popularity. One girl was forced to relinquish fifteen one-minute spots of WBS airtime she had purchased because the elections committee ruled her advertising was "in poor taste." The commercial began with the song "Strawberry Fields" in the background while a child described the pleasant greenery of Wellesley's campus. It ended with the explosion of an atom bomb.

This example is perhaps extreme. Less radical methods girls have used to get themselves known include the planned spontaneous street rally. This involves an hour with make-up artist and then appearing unexpectedly on a soap box at a spot where the most vocal Wellesley students gather. So far, these rallies have occurred at sex and love lectures, on line for Sunday dinner, and waiting for the Harvard bus.

Planted people impulsively call out questions they read from a 3x5 index card they received the night before. This is to give the candidate the chance to use carefully thought-up catchy phrases, similar to those which have won so many minds on a national level. The candidate who was rated by 77% of Wellesley students as "the most admired" girl here is the one who used such gems as "fossilized fuhrers of Green Hall" in reference to the administration, and "supercilious core of

blase baccalaureate receivers" when talking about the student body. She called the faculty an "impudent caucus of lagging literates" and described Academic Council as a "diet of effete eggheads".

Borrowing another national technique, candidates have seen to it that their boyfriends are carefully groomed. Isn't it strange how all girls in the running are always seen at the side of a semi-long-haired, broad shouldered, interesting looking young man with a hand-knit crimson and white scarf around his neck?

One candidate has tried to saturate the campus with her name. It appears scrawled in graffiti-like white chalk on the inside of every bathroom stall, including all the ones in the El Table's Coat Room. It is also engraved on the bottom of Fanta grade soda cans, replacing the usual riddle there.

The inevitable buttons, so popular during the New York mayor's race, will turn up soon. Rumor has it that one reads "Renaissance '70 Now!" while the opposition answers "Birth Control!"

This campaign has by no means been free of mud slinging. One girl was accused of running up an overdue library book fee of \$57.13. Proof of this brought charges of "selfish," "disrespectful of others" and worst of all "intellectual book-worm" down upon the girl. She retorted with the discovery that her opponent had been a member of the MIT stamp-collecting organization in 1967, which, needless to add, hurt her image.

What may have been considered the boldest campaign move in the history of CG elections was prevented from becoming reality when the elections committee disallowed it. A candidate had attempted to buy controlling ownership in Wellesley to give her the most powerful voice on the Board of Trustees, and thus assure student power in college affairs. The committee, however, ruled the move illegal on the grounds that she was spending too much on her campaign . . .

We can imagine that such will be the problems of electioneering as student power and inflation rise!

## To be Specific . . .

In an election in which specific issues and priorities fail to differentiate the candidates it can be hard to choose between them intelligently. For this reason the main body of the News staff feels unqualified to make such a choice at this time. We, however, have had more contact with the candidates for CG president and as a result have come to certain conclusions.

The issues, as explained in this week's editorial, have been for the most part presented already by the research team of Renaissance '70. All four candidates hold similar views on these issues, and all four have demonstrated in various offices and positions their willingness to work. Distinction between them, therefore, must stem from other factors.

We feel that a CG president should be willing to go beyond the role of moderator or caretaker of Senate. While recognizing and respecting opinion contrary to her own, she should nevertheless make a concrete attempt to guide and influence Senate, both choosing what issues it confronts and deciding how it resolves them. Her commitment to constructive change at Wellesley should be such that she is ready to exert pressure, to go outside Senate and "existing channels," when such action is necessary to effect this change. To do this successfully she needs not only the commitment but personal force and experience with the workings of Senate and other decision-making bodies as well. We feel that all the candidates for CG president could "handle" the job. But Sue Irving best exemplifies our idea of a good president. In supporting her we feel we are supporting a candidate who will make Senate run dynamically rather than just smoothly.

M.C.F.  
E.C.B.  
D.M.I.

## feedback

### Electioneering

To the editor:

I feel that there is a particular urgency to this year's Senate elections. Despite the presence of student members on various College committees, there is a growing undercurrent of frustration and resentment among students, who feel that Wellesley is doing neither all that it can nor all that it should in both the educational and non-academic facets of its life.

It is my firm conviction that the College can only benefit by the concern and participation of students; and that the most effective — and probably in the long run least ignorable — mode of student activism is collective group effort. Individuals working here and there, even in groups, make less impression upon the powers that be than a recognized body. Next year there will be a representative Senate with members elected from the student body and with much better capabilities for ascertaining and following through on student concerns both at Wellesley and beyond the college. But this will remain a capability on paper unless the first officers who will be working on it breathe life into what can otherwise only be a structure.

Sue Irving has worked very hard this past year on Structural Revision Committee and on Senate to draw up this new constitution; it reflects her understanding of how students should be able to do more than feed into frequently unresponsive channels. She has a sense of priorities and a record of activity which have nothing to do with mere rhetoric; beyond slogans and statements, Sue has amazing concern for the bigger issues at Wellesley, and the drive to push them into reality. I feel that Sue Irving would make the best possible C.G. President next year.

Sincerely,  
Elizabeth Stowe '70  
Senior Vice President,  
College Government

### Bridging the Gap

To the editor:

I wish to state my support for Karen Hunzicker, a candidate for President of the College Government. To those who don't have the good fortune to know her, Karen is actively involved in many facets of the college community. She is concerned about Wellesley's future, and, rather than merely verbalize about what must be done about it, she is already doing and accomplishing many things. She is an experienced and capable administrator and participant. Practical yet innovative, she initiates many excellent suggestions and sees them all through: a very unusually active and involved individual.

I can't think of a more able person than Karen to be President of this college. She is a wonderful individual: fully qualified and fully capable. To anyone who doesn't know her, meet her and find out her ideas. She welcomes and relishes all sort of discussion and free exchange of ideas. I urge everyone to support Karen Hunzicker for President in the upcoming College Government elections.

Sincerely,  
Julie Moir '73

### And Still More . . .

To the editor:

The following is the copy of a letter sent to the Committee on Faculty Appointments . . .

I am utterly horrified to hear that Wellesley College has denied tenure to Mr. E. Duncan Aswell. The very idea is preposterous!

Mr. Aswell was, without doubt, the most vibrant educational force in all of my four years at Wellesley. He made me feel the sheer excitement and exhilaration of THINKING — thinking analytically, thinking logically, thinking creatively. He helped me to develop my intellectual curiosity by exposure to his continually complex and probing questions.

Mr. Aswell's classes were always alive! He aroused even the most apathetic students by his candid approach and his zest for literature. Most important, he expressed a sincere desire to learn from his stu-

dents. He respected our abilities as literary critics and as intellectual beings. His respect fostered a mutual trust which, by its very nature, encouraged diffident students to speak out more freely in his classes.

Those same students of the classes of '67, '68, and '69 would now be outraged if they were aware of Wellesley's unfortunate decision to dismiss Mr. Aswell. News of this unwise choice of action would surely arouse overwhelming alumnae protest against Wellesley's rigid tenure system. To fail to maintain one of the college's greatest teachers is more than mere error. It is tantamount to educational suicide. When an institution is so inflexible that it no longer serves the needs and purposes for which it was founded, then it has already begun to strangle its own potential for growth.

Don't be blindfolded to Wellesley's future! In the coming years, the college needs even more professors like Duncan Aswell, who is a man with sincere dedication, boundless energy, and an exceptional sensitivity to the art of teaching.

I urgently request that the Committee on Faculty Appointments seriously reconsider Mr. Aswell's case. I speak not only for myself but also for other concerned alumnae who join me in an earnest plea to grant tenure to E. Duncan Aswell — one of the finest English teachers that this institution can ever hope to claim its own.

Sincerely,  
Jane Michaels Talesnick '68

### Academic Pollution

To the editor:

For the same reasons that many students walked out of Honors Convocation, I did not attend at all. I believe that the response by those who walked out was meaningful and appropriate.

I have been offended by the tone as well as by the (grades-dominated) concept of previous Honors Convocations. The isn't - it - too - bad - that - we - can't - all - win - but - let's - honor - those - who - "measure up" attitude seemed to reach an all-time high in perversity last spring at Convocation. I can't help feeling that grades really have poisoned the academic atmosphere, even though at a place like Wellesley many people vociferously deprecate them.

I urge that Wellesley seriously consider abolishing the grading system and offer, in the meantime, the option of pass/not pass for all of a student's courses.

Sincerely,  
Susan Baronoff '70

### Hasty 'Put-Off'

To the editor:

Are other members of the college community disappointed at the hasty treatment accorded Mrs. Stadler's proposal for a day's symposium during the last meetings of Academic Council? Not only was the "discussion" of this imaginative idea too brief; it was also irrelevant. The author herself was given at best two minutes to explain what topics would be considered at the symposium and which outside guests would be invited. Misleading analogies to the Vietnam Moratorium and insistence that "the test of motivation" for those who wish to attend must be their appearance, at short notice, on a Saturday were substituted for productive consideration of the Stadler program. I sincerely hope that the matter will be reopened and afforded the serious attention it merits, preferably at a meeting of the Council when the agenda is less crowded and before the fatigue factor which affects everyone at 5:45 overcomes the audience.

At the very least, a day's rational look at the multifarious problems confronting Wellesley might help us to differentiate the specific difficulties this community faces from the general malaise affecting American colleges and universities. On many other campuses, the opportunities for reasoned dialogue have already disappeared as a result of violent confrontations. Happily, Wellesley has

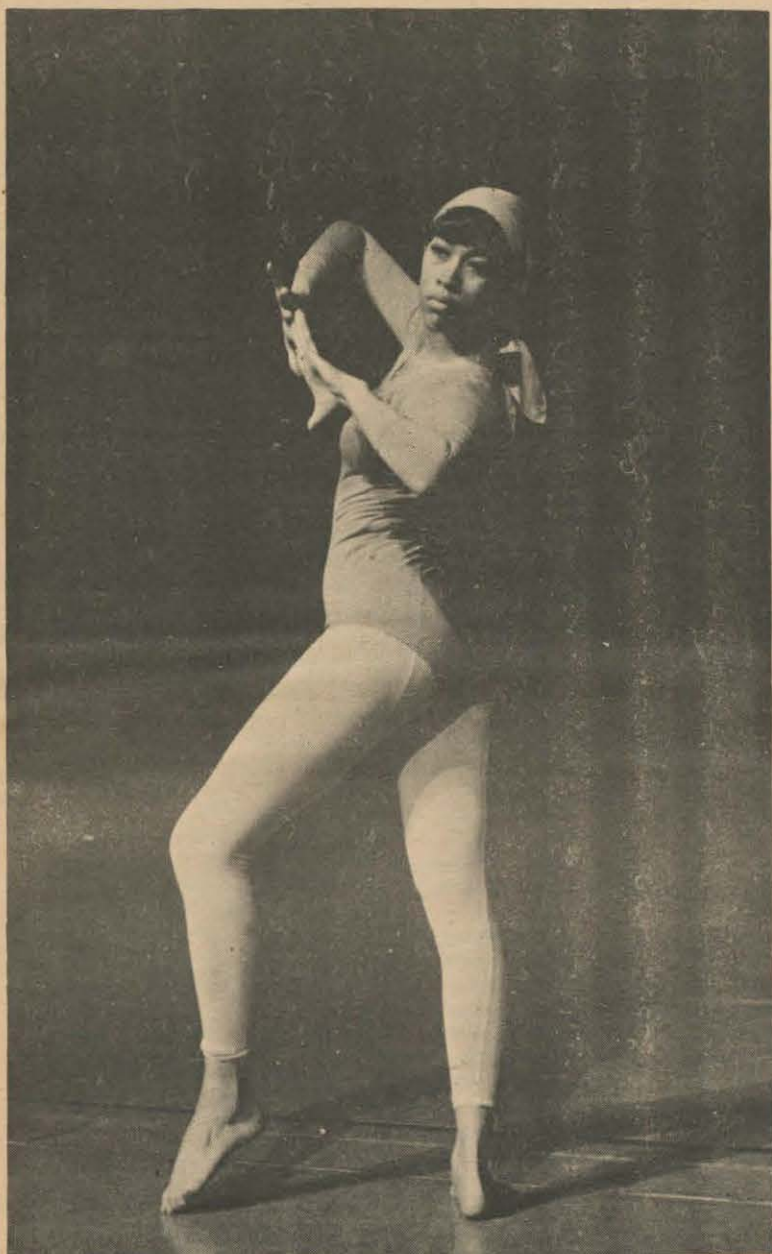
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## WELLESLEY NEWS

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Karyn Taylor, '70, will interpret the liturgy in Chapel this Sunday.

# New Jewett Show Brings Modernist Art Works Here

by Sue Heinemann '70

The Jewett Art Gallery has been taken over. Taken over by the emphatic presence of modernist painting and sculpture. Asserting their actuality, the works fill, but never clutter, the room. In fact, they extend it—opening it up through the vibrancy of the optical space they create.

The exhibit, open through April 26, is probably the most exciting ever to come to Wellesley. By choosing artists whose works relate to each other and by allowing enough space for the works to be seen individually, Kenworth Moffet, assistant professor of art history, and Harry Schnabel Jr., museum director, have avoided the business and jarring juxtapositions of styles which marred the recent Boston University exhibit of contemporary works. The only major fault in the show is the green of the gallery walls which, at times, competes with the colors and dulls their effect.

## Confrontation

Even before entering the doors, one feels the impact of the show. Halted by a totemic David Smith sculpture, one is immediately lured in by the engulfing green of Jules Olitski's *Green Hands*. Setting the key for the other works in the exhibit, the Olitski creates space not by trompe l'oeil illusionism or by traditional, sculptural modeling but by color alone. The brilliant intensity and the sheer density of the sprayed-on pigment, while declaring the actual

surface of the canvas, visually deny it by establishing an optical space which extends beyond the surface.

In a different, yet related, manner Morris Louis creates a purely visual space by staining his colors into raw canvas. The large area of white in his "unfurled" painting *Beta-Delta* reads not as a void waiting to be filled but rather as a presence forcing one into an infinite space while, at the same time, asserting the two-dimensional surface it actually is. The fingers of color heighten the vibrancy of the space by changing the color of the white as they flow down the canvas and by emphasizing the openness of the white through their closeness. While referring to the limits of the canvas, these bands of color do not confine the optical space.

## Importance of Shape

According to the critic Clement Greenberg, modernist painting is concerned with itself, seeking out those elements which are unique to pictorial art. More than any other artist in the show, Kenneth Noland makes one sense this tendency. By departing from the traditional rectilinear format in his two paintings, Noland forces one's attention to the shape of the canvas generated by the bands of color within it. Yet, paradoxically, while one is increasingly aware of the actual shape, one is all the more unable to grasp it as an object, for the bands themselves tilt the canvas back into space so that one sees a flat plane in perspective.

Color is particularly vital in

Noland's assertion and denial of the flatness which constitutes painting. As in the Louis, color is sunk into the canvas to eliminate tactile associations, and the clearly defined edges of the bands mitigate against painterly effects. However, the directional flow of cool to warm or of value contrasts sets up an optical movement which creates an illusion of space.

Like the other painters, Jack Bush is concerned with color space. Yet the importance of shape is felt in a work like *Blue Studio* where, because of a lack of consideration for it, the painting risks becoming mere decoration. (Incidentally the effect of the white wall here decidedly enhances the impact of the painting by lending some of its own brilliance to the aggressive intensity of the colors). *Irish Rock*, in contrast, compels and holds one's interest whether one thinks it succeeds or not, by the very assertiveness of its depicted cross.

## Opticality in Sculpture

The sculptures in the show relate to the painting in their attempt to overcome the literalness of an object and to create a more visual than an actual space. David Smith's *Voltri Bolton II* turns the conflict in the paintings around by presenting itself two-dimensionally while actually existing in three dimensions. Relationships between forms are carefully drawn in space, and, despite the solidity of the materials, the piece

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# Newbury Graphics Gallery Displays New Forms of Art

by Debbie Lodge '73

Andy Warhol has come home—to Graphics 1 and Graphics 2, a new print gallery at 168 Newbury St. On display in Graphics 1 until March 28 is Warhol's latest work, "Flash—Nov. 22, 1963". Graphics 2 will continue to show the works of major contemporary artists.

"Flash—Nov. 22, 1963" is an album of twelve original silkscreens with text on the theme of the assassination of JFK. It is perhaps unique in the objectivity with which it portrays those dramatic moments.

## No Tranquillizers

News photos are transposed on silkscreens, blatantly preserving the stark emotions of Nov. 2. Warhol thus

maintains a media distance from his subject. The viewer may then see the object, isolated and abstracted, through his own eyes. Warhol's non-committal presentation of the assassination reflects our technological age: such a stark repetition strikes response in an age desensitized by the mass media.

"Art is not a tranquilizer." With "Flash, Nov. 22, 1963," Warhol does not soften the blow or interpret the facts—the images are there, as real as a Campbell soup can, and bear witness to the tragedy and emotion of Nov. 22, 1963.

## Unlimited Graphics

Graphics 1 & 2 began five years ago as Graphics Unlimited, the hobby of two Harvard Business School students who opened a print gallery in one partner's apartment. The informal atmosphere, they hoped, would alleviate the qualms of the beginning

collector dabbling for the first time in art. Graphic arts were emphasized in view of their modern appeal and reasonable price.

The hobby soon outgrew its apartment setting, however, and became a full-time gallery, necessitating its move to Newbury St. as Graphics 1 & 2. The owners, one of whom is Lindsay Lasser '67, hope to maintain the informal, browsing-conducive atmosphere.

## Exhibit and Display

The gallery consists of two well-differentiated spaces: Graphics 1, an exhibition area where the gallery's exclusive edition of Warhol's "Flash—Nov. 22, 1963" is now on display; and Graphics 2, a living-room type area where the works of major contemporary artists are on display. The effect of Graphics 1 & 2 is to create an environment in which art can be enjoyed as well as viewed, and one in which the novice and curious can ask questions and learn.

The versatility, relatively low price, and the possibility of owning a work by a major artist contribute to the recent popularity of graphics. Lithographs, etchings, and silkscreens by such well-known artists as Arp, Chagall, Appel, Magritte, Miro, and Picasso are among those featured at Graphics 1 & 2.

The gallery invites all to share in a unique experience of art. Come armed with questions and ready to be converted to the graphics group. Open 10-6, Mon.-Sat., 168 Newbury St., Boston.

# Interpretive Dance to Mark Services on Passion Sunday

The Wellesley College Chapel will include interpretive dance as the basis of its service on Sun., March 15. Karyn Taylor, a Wellesley senior majoring in Afro-American Studies and currently president of the Modern Dance Club, will dramatize various parts of the liturgy as they are read by Rev. H. Paul Santmire, Chaplain of the College. This, the fifth Sunday in Lent, is known as Passion Sunday. Miss Taylor will be interpreting the rhythm of the struggle between the agony of man and the celebration of community as expressed in Psalm 22.

The modern dance will encircle and pass through the congregation during the entire service. The congregation will be led forward during the offertory so that all may participate in the worship experience.

Mr. Santmire and members of the Chapel community invite people of all ages and faiths to join in its worship and activities. The service begins at 11:00 a.m. and child care is provided for those with small children. Music in the services is led by the Chapel Choir under the direction of Mr. William Herrmann.

# Indian Symposium Features Workshops, Panels, Speakers

by Wendi Belser '72

A symposium on the problems and prospects of contemporary India was held here last Tuesday and Wednesday. As the major segment of Wellesley's Gandhi Centenary sponsored by the Mayling Soong Foundation and the Wilson Lecture Fund, it followed the introductory lecture and films of the previous week and preceded various cultural programs to be presented during the spring.

On Tuesday afternoon, three workshops on Indian economy, politics and cultural life, each open to forty Wellesley students and faculty, were led respectively by John P. Lewis, Minister-Director of the U.S. AID Mission to India from 1964 to 1969 and currently Dean of the Woodrow Wilson School of Public and International Affairs, Princeton University; W. H. Morris-Jones, Director of the Institute of Commonwealth Studies and Professor of Commonwealth Affairs at the University of London; and Santha Rama Rau '44, internationally known author of novels which interpret India for the West.

The audience at Tuesday night's lecture had the delightful opportunity to listen to Anil Seal, lecturer in history at Trinity College, University of Cambridge, speak on "Gandhi and Civil

Disobedience." He replaced the originally expected Minister for Health and Family Planning, Government of India, Sripati Chandrasekhar, who was unable to fulfill his commitment due to a troubled political situation which required his presence at home.

In tracing the growth of Indian nationalism between 1929 and 1937, Mr. Seal considered four major aspects of the sub-continental movement under Mahatma Gandhi. This united effort to free India from British imperialism had its origins in the militancy of the young, the prospect of constitutional change, economic depression, and especially in the factions and rivalries within Congress. From the viewpoint of the Imperial overlords, this colonial stirring was regarded as economically uncomfortable with interest rising as it became more wide-spread and both women and children joined the coalition. In Mr. Seal's opinion, however, it was not the mass movement it is usually depicted to be because it attracted volunteers primarily from the middle groups such as teachers and students. Lastly, he turned to the importance of the movement, the results of which in reality only scratched the surface of the inherent problems.

On Wednesday morning several of the discussion leaders spoke informally to students at the College Club as they did also at a formal dinner given in the evening. The afternoon was devoted to more workshops: Mr. Seal led a group discussion of his Tuesday night lecture topic, and Lorne J. Kavic, former Canadian Foreign Service Officer and author of *India's Quest for Security: Defense Policies 1947-1965*, treated India's Foreign policy.

All five of the speakers participated Wednesday night in a panel discussion moderated by Erwin D. Canham, editor-in-chief of the *Christian Science Monitor*. At this conclusion of the two-day symposium, the panelists sought to approach a final standpoint from which to regard the India of the future.

The pressures from all sides will continue with power shifts in South-east Asia and the erosion of foreign support, and there will certainly be no lessening of the turmoil within India, either. However, among those elements working for the Indians are the national "character" which despite endless quarrels eventually achieves a working compromise, a

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## "CAMINO REAL" CASTING

Tennessee Williams' *Camino Real*, Wellesley College Theatre production for April 24-26, will be cast March 16-17. Try-Out readings will be in the Director's Office, Alumnae Hall: Monday, 7:30-10:00; Tuesday, 2:30-5:30 and 7:30-10:00. Or an appointment can be made by calling Mr. Barstow at 235-5895. Copies of the play will be available at the Circulation Desk of the college library.

**CHARGE TO:** Wellesley College Student Body. Amount: \$70,000. For: Field research in St. Moritz, Caracas, and misc. From: Jane Brilliant '71, and friends.

**FANTASY? READ the Constitutions and SOFC Report.** (Copies at every bell desk, with heads of organizations, or from Tiz Good, TCW)

## SPRING BREAK HOSTS

Host families are available in the Boston Metropolitan area for interested students during the Spring Break. Contact Donald L. Polk, Director or Maureen McCue, Assistant, Office of Educational and Community Services, #337 Green, ext. 263-264.

## SENATE

The Committee on Faculty Appointments and Tenure appeared before Senate Thurs., March 6, to discuss possible changes in the tenure system. Suggestions included a uniform student evaluation system designed to reveal the specific value of a teacher's contribution to his students' education and a poll of alumnae recently graduated. A study of methods to insure evaluation of teaching is being done by the Junior Advisory Committee to the Committee on Faculty Appointments.

Both committees stressed the need for written suggestions from students.



# College Government Candidates



Presidential candidates stand from left to right, Karen Hunzicker, Sheila Trice, Tiz Good, and Sue Irving.

## Presidential Candidates Voice Renaissance Support

Senate has addressed itself in the past mainly to social legislation. Restructuring the areas of concern and the composition of separate government bodies will eliminate some restriction on Senate activities. As Wellesley moves away from the idea of an insular community and students articulate needs that extend beyond the social sphere to a broadening view of education, Senate must answer needs such as: 1) curricular reform (tenure, grades/honors, credit/no-credit, self-planned majors); 2) housing (off-campus, co-op, MIT resident, exchange); 3) student services (meal ticket options, upper-class resource people for counselling, innovative transp. plans); 4) urban and suburban involvement (metrop. and environmental institute, more coordination between cultural and ed. opportunities of greater Boston area and Wellesley).

To effect these changes, students must participate in the higher levels of decision-making affecting the definition of Wellesley. The first innovation to which I refer is a student member on the Board of Trustees (the legal source of power for the College by whose actions the educational philosophy of Wellesley is defined). Two years ago SRC rejected the idea of a student trustee; the decision should be reconsidered. The second area relates to Miss Adams' definition of her primary function, that of setting financial resources. Since some of this money will enable students to have the kind of programs they want, I strongly urge student voice in determining College financial priorities.

An effective approach to realizing student needs necessitates a familiarity with a number of interests on campus and with channels of communication and authority. My concern has been longstanding. I have served as CG Jr. VP, Chr. of Constitutions, SOFC Select & Billings Committees. I am a member of the Housing and of the Lecture Policy Committees, and have helped form the philosophy of CG and appointment procedures. My interests have included dispelling Wellesley's "Tree Day" image through the Press Board, attending NSA Congress, working as Soph. Class VP, serving as student rep on Mayling Soong Comm. and as student coordinator for Sensitivity Training Session for Racial Understanding.

Such experience I consider invaluable: the position of CG Pres. next year cannot be one of a learning experience. It must be one that operates from a base of experience. My

past work and my conviction of ideas will enable me to bring to the Presidency the direct and forceful approach that is essential to CG's effective operation as a body insistent on meeting student needs.

Tiz Good '71

Why would anyone want to run for College Government president? That is a question which, though often humorously put, is difficult to answer without smatterings of political rhetoric. Disliking that style as much as you, I shall attempt to be to the point. I can no longer helplessly watch the splintering of effort in student movements on campus nor the ineffectual generalizations of many committees. My belief in Wellesley's receptivity to change has thus been frustrated. Jokes have been made at the expense of the committee organization; in any large body of people such organization is necessary. However, it is effectual only when each group retains a singleness of purpose and a limited area of study. It is the task of Senate to bring together committees and separate reform groups to a pinpoint perspective, to a final thrust aimed by student government.

Next year's Senate will have the advantage of a new legislative constitution. Increased student voice must be accompanied by increased student awareness. To supplement Senate meetings held occasionally in dorms, Billings should become an Action Information Bureau, a central reference for periodical committee reports and student movement data from within Wellesley and elsewhere. We can there compare our progress with other colleges and universities and urge our student representatives to keep pace. Since, by the new constitution, faculty will no longer have a vote on Senate, much greater effort must be made to open channels between faculty and students. More faculty should be encouraged to attend Senate meetings, especially in questions concerning their departments or interests, and more debates, such as the recent one on grades, organized.

To answer my first question, I want to try to pull our efforts together and the college community with them; what is more to the point, I think I can do it.

Karen Hunzicker '71

We need a new style in student government. We can no longer believe that use of "proper channels" will result in action; we must, therefore, be ready to apply pressure to

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## Hopefuls Define Leader's Role

by Betsy Bowman '71 and  
Candy Fowler '71

Old rhetoric never dies; it just works overtime during election week. In an interview with *News* this week, the four CG presidential candidates, Tiz Good, Karen Hunzicker, Sue Irving, and Sheila Trice, all endorsed what might be termed the Renaissance '70 platform, stressed the need for a stronger Senate, and for the most part, declined to appear specific, much less political. Nevertheless, the limitations of a four-way interview, in which each candidate vies for speaking time, cannot be ignored.

In discussing the role of Senate, Tiz felt that an "extraordinary amount of time" had been spent on parietals this year and now Senate must move into more curricular and educational spheres. Senate should act as a student lobbying force to indicate what things should be done by Academic Council. She pointed out that Senate does not need jurisdiction over certain matters to still be effective. Sheila defined Senate as a united group of students recognized by the administration, but Tiz felt that it is not necessarily united, but representative of diverse voices.

### Needles and Pins

Karen added the phrase "pressuring body" to the definition, emphasizing that Senate can provide a more aggressive student push on Academic Council committees. Choosing a metaphor which reappeared several times during the course of the interview, she compared Senate to the eye of a needle through which pass the various threads of reform.

When asked about the newly proposed constitutional provision that faculty Senate members would not vote, Sue stated that faculty members are valuable for their opinions, but they should be non-voting members in the new structure. Under the present system, student proposals are watered down by the time they emerge from Senate and Academic Council. Sue felt the new provisions might eliminate this loss (see editorial, *News*, March 5).

### Re New Constitution

Sheila saw an advantage in the proposed enlargement of the legislature which would allow for more representation for the diverse students here. Karen cited the new representatives for non-resident students as a "beautiful chance to see how Wellesley stacks up" from an outside perspective. Discussing the problem of publicity, Sue felt non-residents could best recommend what would draw people here for special events. Tiz added that Senate could use these representatives to help set up various metropolitan programs, in which Wel-

lesley could co-sponsor educational and cultural events with other schools.

When asked about the role of Senate as a legislative versus a pressuring body, all of the candidates felt that Senate must act as both. There was some disagreement as to the actual role of the president in Senate bargaining. Sheila stated that she must act first as a moderator to unify opinion. Karen and Sue disagreed with this view.

### The Office

Karen felt that the president should not lose the diversity of student opinions and Sue added that the president must maintain integrity from her viewpoint also. If she feels strongly about an issue she should seek to influence others while being open to all views. If she is outvoted, then she should act as a responsible moderator. Tiz differentiated between certain situations: at a meeting, the president should act as a moderator, but the position allows that much influence can be exerted outside the meeting situation. Sheila agreed with this level of influence theory.

News asked the candidates how much they felt the president should act outside of her official role as head of Senate. All of them expressed the fairly similar view (summed up by Karen) that the president owes her first allegiance to the smooth functioning of Senate, but no avenue should be closed which would increase Senate's effect. Sue added that outside action should be taken if it would influence Senate to confront a certain problem or take a certain course of action.

### IBM Machines

The role of the president as a legislative innovator brought the candidates back to the problem of definition of the office as a whole. Tiz felt the president should articulate what the students want, Sheila added the word "representatively," and Sue maintained that the president should not be so weighed down by student opinion that she obscures her own views and overlooks special information she may have. Such information should be released to students, she added, so that they can make well-informed decisions. Karen stressed that the leader's subjective interpretation of information is important. "Otherwise an IBM machine might as well be president," she stated.

When asked about what she thought Senate's main focus should be, Tiz was unable to set priorities since she felt many things were important at this point (see presidential statements, pg. 4). She added that the Renaissance '70 "Walrus Report" was excellent and hoped that similar semi-annual reports would follow.

### Positions

Karen summed up her position by saying that she was "sick of seeing students affected by change without effecting change." She felt that the proposed constitution would allow students to become more effectual. She also stated that while Renaissance '70 has done a good job in alerting people to worthwhile causes, it has also frustrated people as to ways of alleviating problems. Impatience, not frustration, is what is needed, she felt. If Renaissance '70 had kept to its original purpose of talk without promising more than it could deliver, then the situation would not be splintered now. Replacing this frustration with a sense of how things fit together is what she would aim for as CG president.

Sheila stressed revitalization of dorm living, the problems of freshman year, and more adequate counseling as her chief interests. She also hoped that Senate would cope with the new atmosphere on campus created by the different types of students present and Senate must listen to all viewpoints. She, like Tiz, suggested that a student representative be placed on the Board of Trustees. She ended by saying that the "Walrus

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The candidates for the office of Senior Vice President are from left to right, Joan Lister, Jennifer Greene and Stephanie Casale.



# Issue Campaign Statements

## Senior VP Candidates Urge Implementation Of Reforms

Concise, I could say my position on most issues is looking over the administration's shoulder — but that might be needlessly facetious. I don't think any of us really want the total burden of running a college but we do want a meaningful participation in areas that concern us. But the traditional distinctions between what "should" and does concern us is the line that faces redefinition.

In recent evaluations of liquor and parietal rules, flexible leaves of absence, independent study, relevant curriculum changes, tenure, academic honesty, the role of Wellesley in the community, the untenable future of a single-sex liberal arts college, we draw and redraw that line.

As a freshman, I left Wellesley and didn't return for 2½ years after travelling, tutoring, and campaigning for McCarthy. Because I've been away I don't know many of you, but because of this absence, I can see clearly that Wellesley is changing. NOW, I suggest streamlining the existing committee system to include more direct student referenda on major issues and better use of eg. News as a campus sounding board to expedite administration-faculty-student interchange. With greater diversity of students — ethnically, racially, economically, we are changing. The process must be directed.

I hope to see all of you in your dorms before the election. My telephone is 235-0363.

Stephanie Casale '72

like very much to lend a hand, a strong conviction in, and a strong determination to the realization of Wellesley as a flexible, creative, free intellectual community.

Jennifer Greene '71

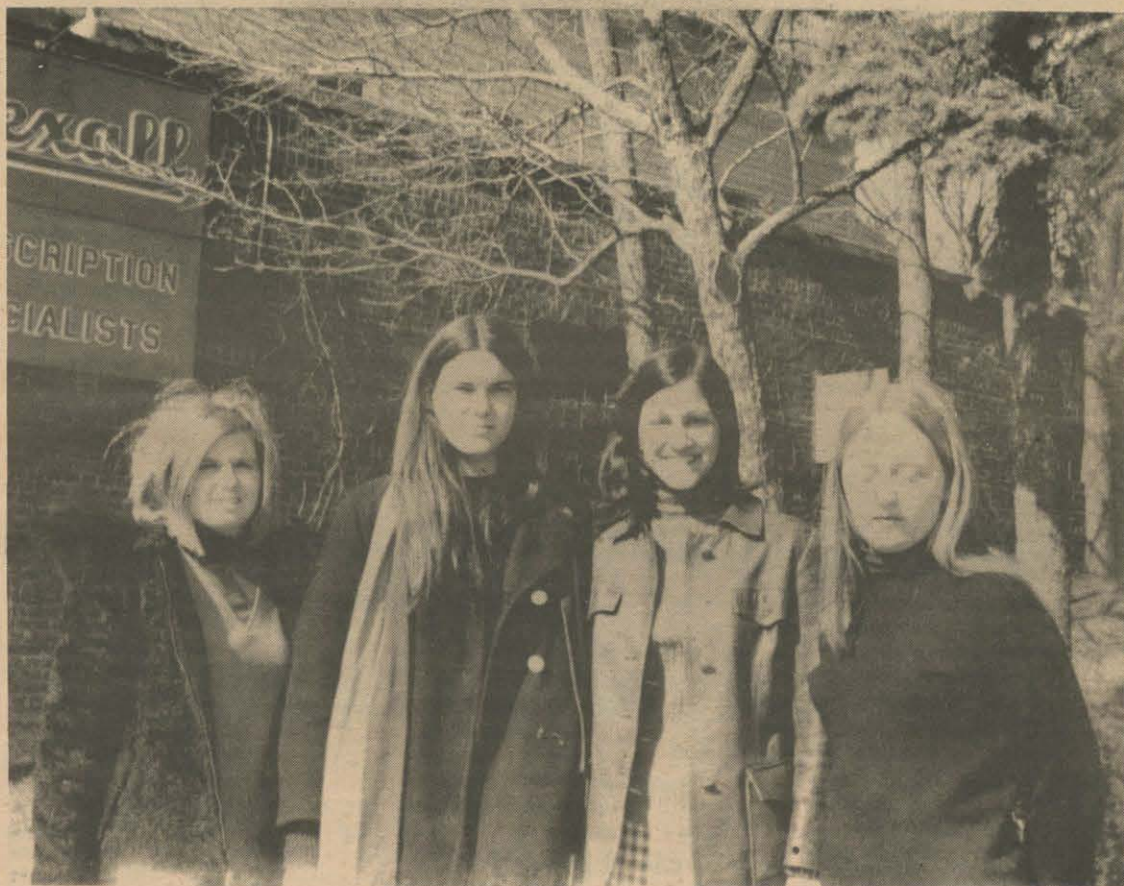
This year I have been working on the Commission on the Future of the College. It has been an invaluable, if often frustrating, experience. I have learned much about the problems, potential, and processes of change at Wellesley. I have also learned that communication among students working on the various committees, commissions, and councils, and between these students and the rest of the student body, is at best haphazard and often non-existent. As a result student interest and action is sadly lacking in areas where it could and should play a vital and constructive part. Next year we will have a Senate of elected representatives; student members of Academic Council committees, etc. will be non-voting members. These changes should significantly strengthen student government.

This year Senate has been paralyzed by the issue of parietals. There is, or should be, a good deal more to "college life" than that. Much of the "Future of the College" is forming itself on a day-to-day basis in many places throughout the community. Senate should provide a means for co-ordinating and initiating student efforts to play an effective part in the formation of a more stimulating, alive future now.

In terms of the specific duties of the senior vice-president perhaps the most important function is in the area of appointments. The new constitution states "the Senate shall make every reasonable effort to assure that the membership of standing committees is representative of the entire student body, particularly minority groups." I feel that such representation is of vital importance to the entire community. Both in the new Senate and on Academic Council committees it is of prime importance to fully utilize the abilities and concerns of students in the development of all aspects of the college.

Joan Lister '71

**'71 CLASS MEETING**  
Required meeting of the Class of 1971 is to be held in Pendleton East at 4 p.m., on Thursday, March 19, with Mrs. Chaplin, Dean of the Class of 1971.



Chief Justice hopefuls are shown here, from left to right, Barb Schlang, Lee Flournoy, Jane Shute, Louise Welch.

## Junior VP Candidates Talk '... Of Cabbages And Kings'

With the new SRC prospectus for College Government for next year, the role of the Junior Vice President is in one sense more clearly defined, and in another, more loosely. She will be the Jr. V.P. in charge of on-campus affairs. This covers a wide range of activities. Not only will she be responsible for the student organization of Billings, but also with the organization of committees dealing with academic and social concerns pertaining to the college community. She should act as a liaison between these committees and Senate. This is doubly important, as next year Senate will be comprised of not only faculty and administration, but also of a larger number of student representatives, who for the first time will have a vote in College Government. It is essential that the Jr. V.P. be someone who is willing to take the time to talk, to hear, to synthesize what students, faculty and administration are saying. This is what has impressed me the most during my

term as a Soph. Senate Rep. and as a member of the Housing Committee. I would like to make a final request of help in this. We have initiated a great deal of much needed reform this year; however, the most difficult task will come primarily next year. These reforms must be responsibly implemented, and it is the obligation of each and every one of us to assume some of that responsibility if these new opportunities are to work out.

Kathy Brigham '72

Now is a time of deep questioning of every facet of our college community. Many traditions and assumptions of what the college is, and should be, are being thrown out as invalid. This screening process is necessary to the vitality of the college, and it must be carried through now.

Renaissance '70 proposed what to some seem radical changes in the set-up of the college. It asked for changes to be instituted now, or at least in the very near future, rather than some nebulous date many years from now. These proposed changes cover all aspects of the college, and some people fear that they have not been duly considered, and that they should spend a great deal of time thinking about them. Others fear that they will not be accomplished at all. All these people should realize that Renaissance '70 is not a list of newly-proposed changes. It is a grouping together of many ideas which have been thought about and discussed for a long time. Renaissance '70 is asking that rather than talking any longer about them, that action must be taken.

These proposed changes are essential to the flexibility of the college, a loosening of the rules which restrict a person's individuality. The adoption of these proposals can in no way harm Wellesley College; to the contrary, not adopting them would cause irreparable harm to the present and future college communities. The changes should be instituted through the existing channels of legislation, if at all possible. Next year's Senate must be such that it will be receptive to this kind of constructive change. It must be willing to question tradition for tradition's sake, and adopt changes which are different from the well known norm. They must also be able to initiate, as well as follow.

Barbara W. Graves '72

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**CG BALLOT**  
**PRESIDENT:**  
Tiz Good '71  
Karen Hunzicker '71  
Sue Irving '71  
Sheila Trice '71  
**SENIOR V.P.:**  
Stephanie Casale '72  
Jennifer Greene '71  
Joan Lister '71  
**JUNIOR V.P.:**  
Kathy Brigham '72  
Barb Graves '72  
Page Talbot '72  
**CHIEF JUSTICE:**  
Lee Flournoy '71  
Barb Schlang '71  
Jane Shute '71  
Louise Welch '71  
**CHAIRMAN OF HPC:**  
Lucy Crane '71  
Ann Lents '71  
Sue Siegfried '71  
**TREASURER:**  
Janice Mironov '73  
Anne Shere '73  
**NSA/SEC:**  
Edith Georgi '72  
**BURSAR:**  
Betty Bahke '72  
**SECRETARY:**  
Bonita Stanton '73

All students are urged to vote this Monday and Tuesday, March 16 and 17 from 8:30 a.m. to 4:15 p.m. in the basement of Green Hall near the College Post Office.

### ASWELL DECISION

The Committee on Faculty Appointments has decided to award a favorable fifth year letter to Mr. Duncan Aswell. Mr. Aswell's plans remain uncertain at this time. Details next week.

### HOOPSTERS

The Wellesley basketball team squeaked by Emmanuel College in the last 30 seconds of its first home game of the season and won by a score of 42-41. A 20-foot jump shot by Mel Tobin gave Wellesley its one point lead. Although the game score was quite low, it was a battle of offensive maneuvers to try and break a very fine Emmanuel defense. The game was the third straight victory for the Wellesley team.

The team hosts its second home game of the season to M.I.T. on Tues., March 10, at 4:00 pm, at Mary Hemenway gymnasium. On Thurs., March 19, at 6:30 pm, the final game of the season will feature Salve Regina College from Newport, R.I.



The three girls in the running for Junior Vice President are from left to right, Kathy Brigham, Barb Graves, and Page Talbot.



# Senate Elections In Limelight

## HPC Candidates Foresee New Housing Problems

Every year brings new ideas and fore virtually all-freshman, corridors. prophecies into statements like these. Although the corridor system is preferable to having freshman dorms, it would be still better to give freshmen the parietal option after the first 6 weeks of the year. I feel strongly that there should be as little separation between the classes as possible, both in where they live and in the rules that they live under. Issues such as this one will be decided throughout the coming year. If the officers that you elect cannot help Wellesley to make a definite commitment to becoming a less rigid, more varied academic community, that commitment may never be made. I believe that it should and can be made—and I am willing to spend a lot of time and effort to see that it is.

Ann Lents '71

Flexibility as I see it is the key-word for Wellesley next year. My personal involvement with three urban programs and with Housing Committee, and the work I have done this past semester as Vil Junior for Tower Court has given me invaluable insight into the concerns of all students, but particularly into the up-coming concerns of freshmen which will shape the direction that Wellesley moves in the coming years. Speaking specifically to residency, which is the concern of the office of Chr. of HPC, I feel that such flexibility should incorporate 1) an open policy on off-campus housing for seniors, juniors, and soph. with financial adjustment for both scholarship and non-scholarship students; 2) a co-op house, either on campus or in the Vil; 3) designated men's corridors for resident males; 4) 24-hour and non-24-hour parietal corridors within the dorms; 5) sub-division or suiteing of dorms with an eventual move toward the addition of a central dining hall; and finally an area which I consider to be of prime importance, 6) the establishment of an urban residency house in the South End, the East End, or Jamaica Plain that can accommodate student's environmental interests for anywhere from one night to one term of field work. Resident flexibility will eliminate the red tape and open the options that will allow the individual in an increasingly diverse students body to pursue the interests that fall outside the present academic and residential framework. Potential for such change exists now at Wellesley in terms of student support and administrative receptivity. What is needed to turn ideas into actuality is an imaginative exploration of residency options and a direct approach in representing students' interests. I believe I can give the necessary direction that can and must make flexibility Wellesley's keyword next year.

Sue Siegfried '71

Lucy Crane '71

To be a candidate for an office during a time of discontent is an exciting thing. Changes become possible in an atmosphere charged with dissatisfaction that would be unthinkable in other times. Knowing that I could play a crucial role in formulating and implementing these changes is exhilarating—but it is also a very real, very formidable challenge.

It is a challenge because we have come to a crucial point: now that the need for change has been recognized, we must develop practical plans to put our ideas into effect. The Chairman of House Presidents Council must be concerned with problems of housing: with implementing the 4-hour parietal option, with starting a co-op dorm, with facilitating living off-campus, with rooming men at Wellesley. It will take time, and it will take energy, and it may take stubbornness—I can promise to give it all three.

The issue of giving freshmen the option of 24-hour parietals and of freshman rooming in general is one which the Chairman of House Presidents Council will face this spring and probably again next year. In the face of administration opposition to giving freshmen this option, it is likely that next year freshmen will be put on limited-parietal, and there-

## Jr. VP Candidates..

(Continued from page 5)

In order to keep the spirit of Renaissance '70 alive, members of the college community must channel their efforts into specific areas. The group interested in tenure reform, for instance, should arrive at a feasible plan that can be implemented by September 1972. A similar approach could be taken on such issues as free busing, self-scheduled exams, and abolition of distribution requirements. It is true that these issues have been discussed repeatedly, but there have been no concrete proposals presented to the appropriate groups and no consistent mobilization behind a specific item.

What is the appropriate group? I would like to see Senate establish a permanent committee to keep track of all issues that are currently being discussed—perhaps even circulate a bimonthly fact sheet. This group would carry on the work already done in this area as the mouth piece for improved campus communications and would cut down on needless duplication of effort.

Many changes have been made at Wellesley in the last two years. Social regulations have become more and more relaxed, but still there is very little going on at Wellesley to attract people to the campus. Billings Center could become a nucleus for new interest on campus. Hopefully there will be sufficient funds allotted to the operation of Billings to make the long wait for our "Student Center" worthwhile!

At a time when there is growing concern about Wellesley's future, it is useful to ask what we could do to make Wellesley unique. I think it is essential to make classes stimulating, the campus vital and active, and to encourage students to take advantage of the Boston area. Wellesley administrators consider Wellesley's location to be one of its greatest assets, but they persist in making it difficult to utilize the metropolitan community. To attract high calibre students to Wellesley, we must make it easy to leave the campus and to get involved in the outside world. This means expanded busing service, a thriving urban center, and an exchange program with Boston area colleges. After all, Wellesley is only 14 miles from Boston!

Page Talbot '72

## VOLUNTEERS DESPERATELY NEEDED

The Massachusetts Welfare Rights Office, 17 Brookline Street, Cambridge, a grass-roots poor people's organization, needs additional volunteer help at State Headquarters. Contact Jan Thomas, Tower Court East, at 235-6545.

Barb Schlang '71

It might be popular but it would not be proper at this time to talk about the details of the case presently before our tribunal since the case might still be in litigation. It is, however, proper to discuss the general part of what is on trial, namely

(Continued on page 7)



From left to right, Lucy Crane, Sue Siegfried, and Ann Lents, who are in contention for the office of President of House President's Council.

## Chief Justice Candidates Question Judicial Process

Wellesley's judicial system has undergone a serious test and much public scrutiny in recent weeks. The present structure seems not so much unfair or unviable as unfinished and hence uncertain in movement. However, such a condition is itself critical and demands that the Chief Justice move quickly to fill in the SRC revision of the judiciary with the legislation and procedures requested by that committee.

Due process of the law is, according to recent court decisions, the central responsibility of the private college to the student. Until the rules and principles which enforce and protect private rights and define due process are firmly established, individual rights cannot be effectively protected. At present, we lack standards with which to define formal charges, judge admissibility of evidence and allow the student to see it, as well as maximum and minimum penalties for each offense. The college also needs impeccably fair procedures to ensure due process. The judiciary's impartiality must be made clear through disqualification of members with previous knowledge of a case, and in set procedures to reach a decision and standards for guilt. The presence of a lawyer for the college in the most recent case appears to have been without authorization under present legislation, and produced the atmosphere of an adversary proceeding, setting college against the student. Counsel to assist the judiciary and careful standards for students' counsel can help to avoid such a situation. With such clarification of administration and faculty position should come a firm definition of a student's rights and position during her trial.

As an editor of the Walrus Report and a member of the student tenure committee, I feel that I have developed some skill in careful and rapid investigation of loopholes and unfulfilled potential. I hope to combine this skill with my interest in law to provide the principles of due process which are the first step to the fundamental fairness each individual must expect from the judiciary.

Lee Fluornoy '71

As a transfer student from Vassar College, I feel I have gained a broad perspective of college regulations, both academic and social, and of their enforcement. Wellesley College is gradually becoming a less regulated institution and hence, the position of Chief Justice should be filled by a person who is well-acquainted with the workings of more liberal schools, in addition to being familiar with the operations of the college itself. Vassar College, being a less

regulated institution, has provided me with such an understanding.

There are many flaws in Wellesley's judicial system, as was shown in the recent judicial case. I would like to propose several modifications and changes in the functioning and goals of the present system. First of all, the General Court should clearly define the charges against the accused. Although this procedure appears to be standard practice, it has sometimes been neglected. In addition, the Court should examine the presented evidence more thoroughly. Many occurrences have unfortunately been taken at face value. Several relevant paths of inquiry have also been overlooked. In judging a person, I would try to understand the total person. Her academic and social actions in issues other than the said questioned should be examined more thoroughly. Furthermore, I believe that witnesses should be present at a trial only during the time of their testimonies. In this way, their statements will not be influenced by the former proceedings of a trial. These are just a few of the modifications I would like to see instituted in the General Court.

The Chief Justice is also a member of the Off-Campus Housing Committee. With next year's expected increase in off-campus housing, perhaps this committee could work more closely with MIT's housing committee and Urban Planning Commission.

A new Legal Services Commission will be instituted next year. Besides providing lawyers for financially needy students, perhaps the commission could help Wellesley students obtain off-campus part-time jobs with several legal aid societies in the Boston area. The students would be greatly helping the community, besides gaining practical experience for future careers.

These are just a few of the proposals which I would like to see instituted in Wellesley's judicial system. If elected Chief Justice, I will try to thoroughly examine all possible evidence in judicial cases. I will try to expand the functions of the judicial department and will, at all times, be open to the suggestions of the students and faculty. The judicial branch of Wellesley's college government is designed to serve the college community.



# As Hopefuls Consider Issues

## Candidate for Treasurer Sees Need for Flexibility

Anne Elizabeth Shere '73

The office of treasurer is a two-fold one; that of financial officer and that of an effective voice on Senate. Helping to organize and supervising the Wellesley Coffee House, "Committee X" has given me experience in handling organizational accounts, and participation in Renaissance '70 activities and as a member of Billings Committee and the Chaplaincy Committee have given me practical experience in using College Government structures constructively.

It is the broader possibilities of the office of treasurer that make it important. Senate must be more than a forum. It has the capacity to be the organ by which student interest and action to develop the potential of Wellesley is stimulated and directed. Potential can best be realized through increasing the

flexibility of all aspects of student life, both social and academic, so that each of us will better be able to fit our personal education to our individual wants and needs. "The only unfailing permanent source of improvement is liberty, since by it there are as many possible independent centers of improvement as there are individuals" (John Stuart Mill). This principle does not involve sacrificing the existing order, but rather adding to it to increase the breadth of options available. Senate must be the instrument of change at Wellesley, legislating progressively in those areas where it had jurisdiction, and strongly urging the passage of measures by other authorities in those areas where it does not. Senate must be more than the voice of the student body. It must be the vehicle for action. By so doing, it can create a new Wellesley image, an image of a dynamic, interesting educational institution.

## Leader's Role...

(Continued from page 4)

Report" was not a concrete thing that could get pushed through the legislative process; Senate should work to implement its suggestions.

### Trust

Sue emphasized a basic change in power style, suggesting that Senate must work not trusting that things will automatically get done if they go through proper channels. Trusting relationships should develop as things get done. She felt that the "Walrus Report" was presently the "best thing on this campus." Now Senate must find the groups accountable and push for the recommended changes. She also elaborated on her view of the student representative to the Board of Trustees. She recommended

that the juniors, seniors, and most recent alumnae elect a graduating senior to the Board of Trustees (a method similar to the Princeton Plan) so that the representative would be close to students, but not part of the student body. In this way, the Board of Trustees would not be unnecessarily drawn into the everyday life of students. A co-author of the proposed constitution, she feels it is not ideal, but certainly the best that can be done at this time. It at least allows, she concluded, that Senate become more than a "plaything."

All four students are serious candidates, yet one couldn't help feeling that this time, they were playing words.



The only two candidates for CG Treasurer are Anne Shere and Janice Miranov.

## Jewett Show...

(Continued from page 5)

has a weightlessness which is only partly anchored by the pedestal. Eliminating the anthropomorphic quality inherent in Smith's work, as well as the pedestal which gives the forms a point to grow from, Anthony Caro's sculpture draws purer relationships of linear elements in space.

Although more closely related to his painting than to the other sculpture, Olitski's Whipsaw also strives for weightlessness and optical space. By spraying color onto the surfaces of the three-dimensional forms, Olitski denies their solidity. The shapes become contributors to, rather than determinants of, the flow of color space.

### Educational Purpose

While well worth seeing for its own sake, the show was designed with art history students in mind and provides interesting comparisons between related styles. The availability of visual material for Mr. Moffet's seminar on contemporary art, as well as his modern art course, is a decided asset. In addition, four students—Kathleen Foster '70, Electra Demopoulos '71, Nicole Murphy '71 and Layla Soudavar '70—have written the catalogue for the show and assisted in its installation, in conjunction with a seminar on museum work.

## Chief Justices...

(Continued from page 6)

our judicial system. Recent events have pointed up weaknesses in our system; for example:

- 1) There is no constitutional provision enabling the Chief Justice to have professional counsel. The need for this is immediately apparent in a case where the litigants are represented by lawyers.
- 2) There is no constitutional provision establishing Rules of Evidence. At the very least, a method should exist for defining and setting up ground rules prior to each individual case.
- 3) There is no constitutional provision for reaching a verdict, in other words whether a majority decision of the tribunal means 50%, 2/3, 3/4, etc.
- 4) There is no constitutional provision even recognizing that a case might be taken outside of college jurisdiction or defining what is to be done in such an instance.

Yet these problems are being quickly solved. Our by-laws eventually can be revised and in the meantime precedents are being set by individual cases. No legal system was ever perfect at the outset or clearly defined, but instead grew out of a cumulation of trials, appeals, and reversals which tested and perfected its legal codes.

We should by no means throw out Wellesley's judicial system, then, because of its flaws, but rather we should allow and encourage it to fill

## Presidential Candidates...

(Continued from Page 4)

make the channels work. (Note: I am not talking about a Columbia here, but neither as I talking about another all-College meeting or a panel discussion.)

Experience has led me to this conviction. When some of us wrote a letter regarding black representation on the Commission, the "channels" did not even acknowledge our existence, much less respond until a second letter and 2½ months later. I have also discovered that what has been termed "creative pressure" is necessary to do anything about the counseling system (or lack thereof) at Wellesley — and this is important. Work on tenure has further emphasized this view.

Next year we will, hopefully, have a new Senate — a representative one with some real power independent of Academic Council. It cannot attempt to function as the present one has. As co-author of the new Constitution, I am familiar with its provisions and rationale. Having fought hard in SRC for it, I am determined to make it work. Senate must concern itself with wider issues; important as parietal is because of the philosophical question of who runs our private lives here, we cannot afford to let Senate be paralyzed by social legislation. We must realize the importance of Senate in issues such as counseling and in academic and environmental concerns as well as other areas. It is important for all of us to start trying to get implementation of the "Walrus report" started. We must be willing to push for things and not be put off by pat statements. SRC, Senate, the Tenure Group and

itself out in exactly the way it is doing now. The only threat is that our judicial system might become rigid to growth or to change. I believe that such a threat is not imminent and will not be imminent as long as those working within our judicial system are flexible and resourceful human beings.

Jane Shute '71

N.B.: While making the above statement I was optimistic in regard to the current case. At this moment may I add that there is perhaps more wrong with our judicial system than I felt there was at the time. J.S. As the events of the past two weeks have shown, the Judiciary of Wellesley College needs to be changed even more radically than the recent revision allows. A better legal system is needed; a system that resembles a regular court. The rules of legal procedures need to be further defined. Each Wellesley student is entitled to a fair trial.

I feel it is necessary to begin these changes as soon as possible, beginning immediately with the establishment of a Legal Services Committee. I am willing to preside over the court in the time of change and redefinition.

Louise Welch '71

other ad hoc committees have given me enough experience to be somewhat cynical. This may sound negative, but it isn't; it is just the only way to get change here.

Sue Irving '71

The next year at Wellesley will be exciting and extremely challenging. Many of Structural Revision Committee's proposals will be implemented; needed changes in the priorities and structure of the academic community which were given impetus by Renaissance '70 must occur; the backgrounds and types of students at Wellesley will become more diverse; we will be participating in the 12-college program. College Government will be deeply involved in action upon these issues. Its president must encourage a constructively flexible attitude in all areas of the college community. In every issue she must maintain communication lines between students and other segments of the college. Her actions will hopefully aid in the process of recognition and acceptance of student responsibility. She must also encourage communication among the diverse members of the student body.

I believe that my background and personal orientation make me the most competent candidate for the position of President of College Government. I was freshman president of the Class of '71, a sophomore senate rep., and a VII Junior. I am presently a member of the Student Health Committee and a student representative to the Faculty Committee of the Biology Department. If elected, I will fulfill College Government's necessary commitment to aid in implementing changes which will improve every aspect of life at Wellesley.

Sheila Trice '71

## 'Committee X' Coffeehouse Sparks Billings Atmosphere

A fiery young Irish revolutionary describes last summer's riots in Derry... a popular administrator fills the room with the mellow sound of blues... on a quiet Sunday night, library-weary students huddle gratefully over hot coffee and pretzels.

The scene is 300 Billings Hall, any night of the week between 9 and midnight. The phenomenon is Wellesley's new free coffeehouse, operated by a cryptic-sounding group called Committee X, which has brought a refreshing sense of on-campus activity to the college community.

### Homely but Hospitable

At the top of two flights of sagging, naked stairs (Billings' Victorian gingerbread facade belies a Spartan interior), the visitor crosses a narrow hall to a room that could not—by any stretch of Better Homes and Gardens standards—be labeled impressive. Like a homely woman, 300 Billings cannot camouflage its bland features—even beneath splashes of color from fluorescent Jimi Hendrix posters. Yet the lights are dim; the carpet is soft under low tables; a sound system gently spouts WBS. Even on an off-night, there is bound to be a handful of patrons, and a stray MIT cross-registrant or two may be unearthed beneath the popcorn.

Anne Shere '73, chairman of the Committee X group which operates in conjunction with the Billings Committee and Billings Operations Director Neal Brown, believes the new coffee house offers great potential. Talented faculty and students are

urged to contact her to arrange performances—but hopefully, spontaneous impulses to perform will crystallize in Billings, too. Harvard's Nameless Coffee House will serve as a recruitment market for weekend entertainers, such as the popular Gran Falloon folk group which has already been a two-time hit.

### Fiscal Frustrations

Relying entirely on contributions to defray its expenses, Committee X operates on a non-profit basis. Although a limited budget has been provided, the threat of deficit spending looms ahead unless more visitors avail themselves of the lonely-looking collection plate beside the door.

Meanwhile as a refuge from the Reserve Room, the dorm, or the Well, the coffeehouse provides a meeting place with the kind of nonchalant conviviality long missing—and missed—at Wellesley.

### FLASH HAPPY?

Camera women, whether you have worked for News before or not, you are badly needed to fill a newly created prestigious position: PHOTOGRAPHY EDITOR. Due to the difficulties we met in producing this issue, we have realized that we desperately need someone to help co-ordinate our photographic efforts, preferably someone who knows something about photography and could handle any technical problems we may have.

If you are the least bit curious, call Amy Sabrin, TCW, at 235-4661, or Judy Rousuck, in Pom, at 235-7348.

### WILSON FELLOWSHIPS

Three Wellesley College seniors have been named Woodrow Wilson Designates and two received honorable mentions, it was announced in February by the Woodrow Wilson National Fellowship Foundation. The Designates are chosen annually as the most promising seniors planning careers as college teachers.

Judith J. Wagner, Patricia L. Bizzell, English majors; and Lucinda A. Russ, a German major, are the three Designates from Wellesley College. The 1,153 finalists were chosen from 12,000 outstanding graduating seniors from more than 800 colleges in Canada and the United States. Rachel J. Davis and Patricia Y. Williams, philosophy majors at Wellesley, are among the 1,152 seniors awarded honorable mentions.

Finalists and honorable mention nominees will be recommended for graduate fellowships at the graduate schools of their choice.



## mind expansions

**BERKELEY (CPS)**—The University of California Board of Regents has voted to end a 101-year-old tradition of tuition free education. Charges at the University will double within two years, with fees rising from the current \$300 for all resident students to \$450 for all undergraduates in 1970-71 and \$600 in 1971-72.

**BERKELEY (CPS)**—Mayor John Lindsay may be good enough for New York, but he's not good enough for the University of California Board of Regents and Governor Ronald Reagan. The Regents, in an 11-10 vote, refused to give Lindsay an honorary degree, making him the first Charter Day Speaker in the University's 101 year history to be denied that honor. Opposition was led by Reagan and other conservative regents, one of whom asked a reporter, "What's he (Lindsay) ever done to deserve anything like that?"

**SANTA BARBARA (CPS)**—Students burned the Bank of America branch bank to the ground, seized a three-block business district, and battled police for three days as the campus exploded in violence Feb. 25. The Santa Barbara campus, traditionally apolitical, had been smoldering for several weeks over the refusal of tenure for a popular faculty member, poor police-student relations, and the Conspiracy trial. The riots were concentrated in Isla Vista, a one square mile area next to the campus in which 10,000 students are housed. The student newspaper, *El Gaucho*, calls Isla Vista a "student ghetto" and many students believe the riots were analogous to ghetto riots in big cities.

## Psych Study Examines Attitudes toward Psychiatry

(Ed. Note: The following results and recommendations were submitted by Mr. Ward Cromer.)

In the spring of 1969 a group of Psychology 200 students under the direction of Mr. Ward Cromer, Assistant Professor of Psychology, carried out a study of Wellesley student attitudes toward psychiatry. The following is a summary of some of the major results of the study, as well as some conclusions and recommendations drawn from the findings.

One fifth of all students on campus were chosen randomly to receive a questionnaire and the results are based on the 289 questionnaires returned (85% of those sampled). All questionnaires were answered anonymously.

Student attitudes toward psychiatry in general and towards the psychiatric services at Wellesley College in particular were sampled. Attitudes in three general areas were studied: (1) differences in attitudes towards psychiatry in general and towards psychiatry at Wellesley, (2) differences in attitudes between classes, particularly between freshmen and seniors, and (3) prevalence and extent of misinformation towards the psychiatric services at Wellesley.

On the average, the general attitude towards psychiatry was more favorable than that towards psychiatry at Wellesley. General attitude towards psychiatry was judged to be "somewhat favorable," while the most common attitude towards psychiatric services at Wellesley was "ambivalent."

Major differences in attitudes were expressed by freshmen and seniors. Overall, the freshmen sampled gave more favorable attitudes towards psychiatry than did seniors. Similarly, the freshmen evaluated Wellesley psychiatric services more favorably than did seniors. There were no differences in attitudes towards the Wellesley services between those who had seen psychiatrists on campus and those who had not. (13 percent of those sampled said they had been to the Wellesley psychiatric services).

When asked to evaluate the perceived attitude of others towards the Wellesley psychiatric services, only 12 percent of the seniors felt the general campus attitude to be favorable, whereas according to the freshmen, 30 percent of the campus was judged to have a favorable attitude. The majority of respondents indicated attitudes which were more favorable than what they perceived to be the general feeling of others on campus.

Although there was high agreement as to the appropriate reasons for going to "a psychiatrist," respondents indicated a lack of consensus concerning appropriate reasons for visiting the "Wellesley psychiatric services." There was agreement that they could go to any psychiatrist if they were seeking either self-understanding or solution of problems with interpersonal relationships, but students were much less certain if it was appropriate to consult College psychiatrists with respect to family problems and problems with sex, drugs, and alcohol.

When asked what they expected from psychiatrists, 80 percent or more of those sampled said they would expect a psychiatrist to "listen attentively," "clarify and discuss problems," "be objective," "have special skills in helping people" and "guarantee confidentiality."

Seniors indicated more misinformation regarding the prevalence of misconceptions about the Wellesley psychiatric services. The results gave evidence of a great deal of uncertainty, and in some cases gross misconceptions were strongly in evidence.

Seniors indicated more misinformation and doubt about present policies of the Wellesley psychiatric services than did freshmen.

The most prevalent misconceptions were found with regard to two statements concerning the confidentiality of visits to the psychiatric services on campus (i.e., "No one in the administration knows that you are seeing a psychiatrist" and "Visits to the psychiatrist are reported to the class dean"). Almost half (47%) of the seniors felt INCORRECTLY that psychiatric visits at Wellesley were reported to the administration while another third (35%) were unsure. Thus, 82% of the seniors were misinformed about the relationship between the psychiatrists and the administration. Similarly, 76% of the seniors felt INCORRECTLY that psychiatric visits were reported to class deans.

The data on the questionnaire indicate that Wellesley students feel a need for better communication between the psychiatric services and the student body with regard to both the facilities that are available and the policies which are observed. As one student commented, "If there is really no communication between the psychiatrists and the administration, this should be publicized."

Based on the findings of this survey, it seems appropriate to recommend that a conscious and concentrated effort to communicate more effectively and directly with the student body be made, for example, by publishing a booklet in which the facilities of the psychiatric service are described and the precise policies are stated, thus attempting directly to dispell current misconceptions.

It is clearly evident that with misconceptions and misinformation as common as these findings suggest, many students do not feel free to utilize the psychiatric services at Wellesley as they now are perceived. It also is clear that any re-education program must be directed to all students on campus and not just to incoming freshmen.

Students also indicated a wish for expansion and diversification of present services. One third of the respondents said they would consider going to a clinical psychologist or participating in some type of a Training Group. By their comments, many respondents suggested that a "counseling service" is needed at Wellesley and that such a facility would best be established away from the Infirmary.

## more feedback . . .

### Hasty . . .

(Continued from page 2)

avoided that trauma. Yet "benign neglect" could produce the same sort of frustration that has damaged faculty-student-administration communication elsewhere. We need not look beyond the Boston area to appreciate the fact that members of this community are clearly committed to "friendly persuasion." But the medium cannot replace the message. Let us strongly support a well-organized day of reflection and exchange of ideas in the spirit of those who have worked long and hard to create the medium. The message will be our collective responsibility.

Linda B. Miller  
Associate Professor  
Dept. of Political Science

### Coincidence?

To the editor:

Perhaps the Wellesley News and the *Herald-Traveler* both subscribe to the same syndicated news service. Otherwise the inclusion of whole paragraphs in the News (March 5, 1970) "March 7 Eclipse . . ." from Frank Blair's article in the Sunday *Traveler*, March 1, 1970, seems a remarkable coincidence!

Eleanor R. Webster

Ed. note: Perhaps . . .

### Boomerang?

To the editor:

For generations the nicest of guys have enjoyed dating and marrying Wellesley students. But with parietales are you changing all this? An alumna wonders. When male college students hear 80% of Wellesley students voted for 24-hour parietales, won't they get the impression Wellesley gals must be getting "desperate for dates"? Otherwise why have you for the first time had to resort to liquor and bedroom visitation to entice them to Wellesley? After a while interest lags when the conquest is easy. As you become more available, won't you become less desirable, especially as wives? Loss of male respect, loss of your own self respect, loss of morals, possibility of disease and side effects of the pill — will all these make parietales boomerang?

Very truly yours,

Evelyn L. Seeley '34

### Filibuster Tactics

To the editor:

As a voting member of Academic Council, I am embarrassed to have been a party to the decision, passed during the last meeting, to suspend all classes on March 14, a Saturday. Why don't we also ban unicorns from the campus on that day?

I don't feel that Mr. Goldman, who proposed the amendment that put the motion in its final form, is to blame. These student representatives and voting members who attended the meeting can hardly fail to have been impressed by the inordinate amount of time consumed while members of one department asked members of other departments questions about their curricula (questions which, incidentally, it seems to me, the involved departments knew far more about than the uninvolved ones).

While all this was going on, what I thought were the two major issues, namely the day of dialogue and the decision on whether Wellesley would join the 11-College Conference, were pushed back until the statutory time for the meeting had been all but eaten up.

We were so rushed at the end that the patently ridiculous motion mentioned above was passed. This seems to me all the more unfortunate for two reasons: first of all, the curriculum cannot even be voted until the next council meeting, and secondly, the day of dialogue seems such a worthwhile idea.

I urge everyone to participate. In particular, I hope all views will be represented, including the one that holds that things are fine as they are. Unless those who hold such views are involved, there will be no dialogue, merely a diatribe.

Sincerely,  
John A. Graham  
Instructor,  
Mathematics Dept.

### Walrus Ultimatum

To the editor,

The "Walrus" Report of the student research team on Renaissance '70 proposals highlighted areas in which Wellesley could make significant progress before the end of this year. Progress will depend on the initiative and commitment of the Administration, faculty, and students to press forward with the implementation of these proposals.

1. Reintroduce and pass self-scheduled exams in Academic Council.

2. Add to the present grading system for an experimental period the option for the student to take any course for "pass" or "high pass." Any course in which a student received a grade below a pass or a C would be "no credit" and would not appear on the student's record. Under this system a course could be dropped at any time with no credit awarded to the students. A system of written evaluations should supplement the new "mixed" grading system.

3. Extend the new policy on flexible course loads. Under the proposed grading system it would be understood that the student would be free to adjust her academic load (i.e., no. of courses per term) and would be eligible for the degree anytime she completed the required 32 credits.

4. A recent vote of Academic Council facilitates leaves of absence, but scholarship policy should not lead to discrimination on that basis among students eligible for leaves under the Council's action.

5. Departments need to continue to explore possibilities for interdisciplinary exchange through joint courses, extra-departmental courses, and hiring of faculty with interdisciplinary training.

6. Independent study—both 250 and 350—should be determined by the student and the faculty member, with individual departments setting a maximum as a guideline open to exceptions. Faculty should receive commensurate teaching credit.

7. Tenure—institute new procedures as suggested in the report.

8. Reduce teaching load to at most five courses per year.

9. Revamp the advisory system

in the directions outlined in the report and make available to all students, especially freshmen upon their arrival, a complete information packet on advisory services.

10. Take action on the proposals for institutes—conduct preliminary feasibility studies, decide which is (are) most desirable for Wellesley, raise money, and hire necessary planning and administrative staff.

11. Members of the College should initiate and plan one or more summer institutes for the Summer of 1971.

12. Wellesley should take a creative approach to its exchanges with MIT and the 12-College Conference, encouraging student participation and making positive and innovative contributions to their success and growth.

We expect a full Administrative response to faculty and students indicating support or rejection by March 23rd.

Barbara Baumberger '70  
Judy Scott '71  
Louisa Kasdon '72

### A Bad Day

On March 8 a motion was introduced to Academic Council by Mrs. Stadler. The motion resolved "that morning and afternoon classes on Wednesday, March 11 be cancelled and rescheduled in order that interested members of the College community can participate in a program of meetings and workshops devoted to examining the nature and goals of education at Wellesley." Unfortunately the motion became the object of impassioned rhetoric and irrational condemnation, rather than the subject of thoughtful consideration and rational debate. In the space of several minutes the motion was amended to the effect that classes on Saturday, the 14 be cancelled for this purpose. To the authors of this motion and Mrs. Stadler this action is unacceptable. We ask that faculty and students consider the motion tabled. In order to discover true sentiment among faculty members and a group of students concerning the possibility and possible effectiveness of such a day, we have already mailed a letter of explanation and a questionnaire to all members of the faculty and students in positions of leadership on campus. In this manner we hope that the proposal for a day of joint faculty and student examination of goals will receive serious consideration and responsible and intelligent criticism.

Lucinda Russ '70  
(in behalf of a group of concerned students)

### Merci

To the editor:

In answer to a petition from the students, the Art and Music Libraries have recently extended their hours considerably. This necessitated asking volunteers to work until the end of exam period.

We wish to take this opportunity to express our appreciation to the many volunteers who signed up for this work with alacrity and good spirits, including the originators of the petition themselves. Some students are contributing upwards of thirty hours of valuable time for this project, and we are enormously impressed by, and grateful for this spirit of cooperation.

Sincerely yours,  
Mrs. Margaret Whittlesey,  
Art Librarian  
Mary Wallace,  
Music Librarian

### "CITY SLICKERS"

This year's swim show, "City Slickers," will be presented on Fri., Mar. 20 and Sat., Mar. 21 in the Rec Building at 8:00 p.m. Its theme, the city, will be carried out in routines about smog, traffic, parks and other elements of urban life. Coordinated by Mrs. Dorothy Milne, the show will include seven numbers in all. Admission is 50c; tickets may be purchased from swim club members or at the door.







Michelangelo Antonioni, director of "Zabriskie Point", consults with movie's stars, Mark Frechette and Daria Halprin.

## 'Zabriskie Point' Conquers Pointlessness

by Marcie Kaplan '71

**Zabriskie Point** is one of those movies that you criticize in the beginning, acknowledge as successfully ambitious in the middle, and surrender to in the end. It is born in the rut of *Easy Rider*, but somehow, through some elusive quality which I can only describe as sensitive, it is salvaged from its own self-righteousness and freed to attack anything it damn well pleases.

It is the story of a boy (Mark Frechette) and a girl (Daria Halprin) who need to get out (as many of us do) and do (as many of us don't). She steals a car; and in an environment of travel billboards ("Let's get away from it all"), he steals a plane. In some sandy expanse of the Mojave desert, the renegade youths discover each other.

**No Compromising Gray**

Up until this point, the film borders on propaganda. Student revolutionaries are student revolutionaries, pigs are pigs, bureaucracy and advertising are beyond redemption and there is no place in America for a compromising gray. Mark and Daria are the turned off generation with the hip vocabulary . . . no more unique in their ways than any kid you might pick up in Harvard Square, and no more of an actor or an actress, either.

But fortunately enough, when the all-wrong society is left behind and the disillusioned kids (their number is supplemented by Joe Chaikin's Open Theatre) shed their clichés with their clothes, Antonioni creates in the dry, gullied, *Zabriskie Point* a scene of lovemaking that is unforgettable. Dusty bodies are like graceful statues; uninhibited love play is both a child-like game and a poignant expression of need. With Jerry Garcia's moody guitar uttering a plea as quiet as an outstretched hand, we are captured by *Zabriskie Point*; what it feels like, what happens there, and who happens there — all become important to us.

**Metamorphosis**

Not only do we care more about the couple after their cavortings in the sand, but someone begins to care more about movies then, too. Little by little, Daria and Mark shed some stereotypic trappings and become individuals. The change may reflect a reduction of dialogue rather than a genuine transformation: If you never open your mouth, the predictable can't come spilling out. At any rate, reticence proves rewarding; the less of Fred Gardner, Sam Shepard, Tonino Guerra, and Clare Peploe's script, the better.

The change is not so much Daria and Mark's as it is Antonioni's. Once the director stops imitating the American cinematographic critics — once he allows his own sensitivity and imagination to surface — the film has some memorable moments. The love-making scene is one; Daria's underplayed realization of tragedy is another; and the final shots of the movie — a tribute to the director's genius in dealing with illusion — not only appropriately end the story, but also elicit a satisfaction from the audience that is consistent with everything *Zabriskie Point* is trying to say.

**Illegitimate Shortcuts**

The movie does try to say a lot (to can an entire society is a large scale endeavor), but unfortunately it takes illegitimate shortcuts that are painful. Antonioni has focused on a fraction of existence and called it everything; he has ignored the first principle of persuasion — work in from the other side. In *Zabriskie Point*, there is no other side. If a recording is not made by the *Stones* or *The Grateful Dead*, it is Patti Page singing "The Tennessee Waltz." Really, now.

But his intrinsic artistry rescues his work from disaster. Feeling emerges at moments, and it is always feeling that persuades: A tourist in Bermuda shorts is discarded as a hackneyed symbol much more easily than is a tableau through a window of an old man sipping beer at a bar, or a withered and forgotten middle-weight champion. If we are receptive to *Zabriskie Point* at its conclusion, it is not because we have been convinced, but because we have been touched. Had Antonioni been as open to what's going on around him as he is open to his own intuition and imagination, we would feel much more justified in hating those things he condemns.

## Symposium . . .

(Continued from Page 3)

decrease of class distinctions, and a political system whose variety of candidates allows all factions to develop within the system. Reflecting on the fundamental needs and critical problems of India presented during the two days of discussions and lectures, one is reassured by the conclusion reached eventually if somewhat hesitantly by the five experts: India will hold together and survive despite this present crisis-ridden period of history.

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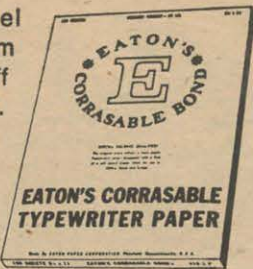
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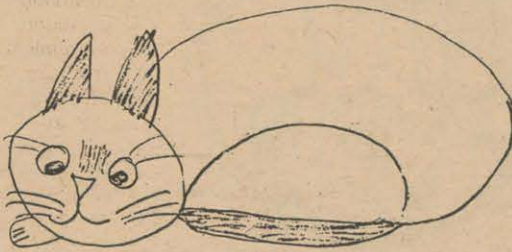
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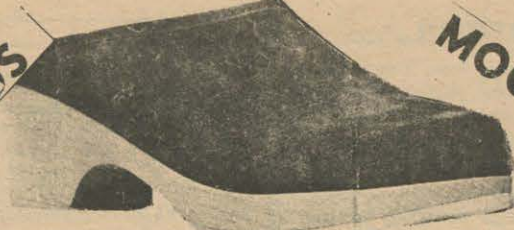
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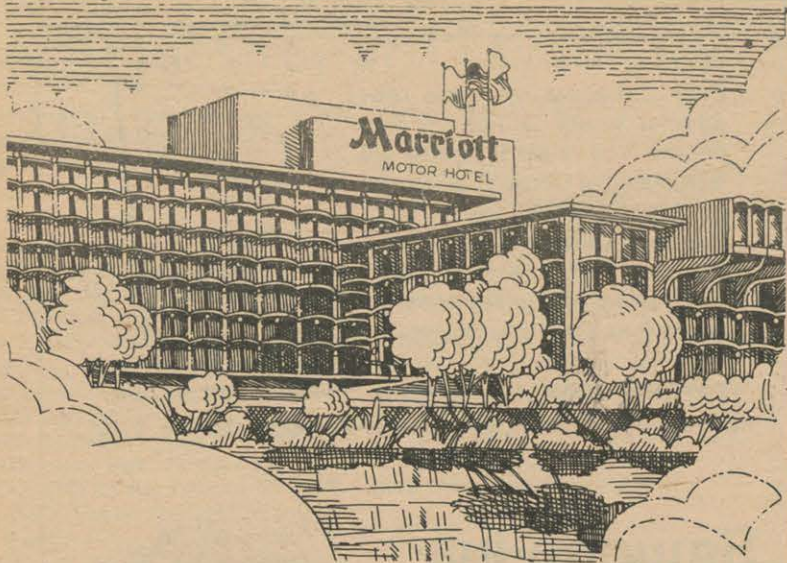


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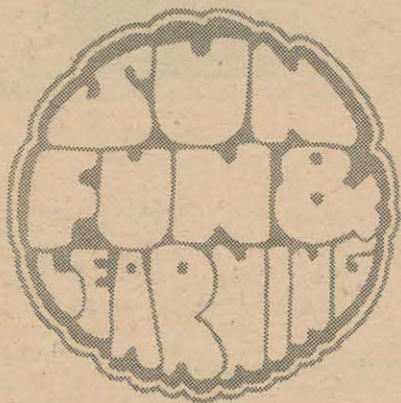
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## 'Walrus' Report Documents Renaissance '70 Proposals

by Mary Ruth Koehler '72

"The Time has come, the Walrus said..." is a comprehensive documentation of the Renaissance '70 proposals; an attempt to set down concrete suggestions for each proposal and, where possible, to give examples of results of similar changes as implemented in other schools.

In a preface written by Lee Fluor- noy '71, Katie Huddleson '71, Lyn Tatum '71, and Sally Warren '71, the purpose of the report is stated as being "one of establishing a core of knowledge, vocabulary and issues from which the proper legislative and administrative bodies can work..." The preface emphasized the flexible and transitional nature of the suggestions; that they are directed towards helping the structure of the College to change in order to increase its capacity for meeting the needs of the community. It was also stated that immediate action by appropriate legislative and administrative bodies is imperative.

### Credit non-credit

One of the major proposals concerns changes in the present grading system. Suggestions with results of application in other schools include credit/non-credit, pass/not-pass, teacher-student evaluations, and a dossier system. The specific suggestion for Wellesley consists of "evaluations for freshmen, and, for upper-classmen, grades supplemented by evaluations attached to their transcript." Additional time would be necessary at the end of each term to enable the professors to write the evaluations. Emphasis would be placed on the evaluations rather than

on the accompanying grades.

A proposal for a system of self-scheduled exams was removed from the agenda of Academic Council because of the necessity of a vote on the calendar for 1969-70. The measure can be re-instated for consideration if necessary.

Other issues discussed pertaining to curriculum were flexible course loads, leaves of absence, with specific attention to aid for scholarship students wishing to take a leave of absence, interdepartmental courses, individual study and field work, extension of credit for creative art, and increased facilities for non-credit artistic endeavors.

### Tenure reform

According to the report, Wellesley "combines the highest endowment among the Seven Sisters with one of the worst ratios of faculty to students (according to 1967-68 figures)." In addition figures from the Junior Faculty Advisory Committee to the Committee on Faculty Appointments and Tenure show that fewer than 25% of Wellesley's non-tenured faculty members receive tenure. The report states that is necessary to stress "human rather than numerical factors" in tenure decisions.

A more or less standardized form for the departmental small committees to use is suggested, including information on evaluation methods, and opinions from outside sources and majors in the department.

Reduced teaching loads are also recommended.

A need for improving the present  
(Continued on Page 12)

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## Billings . . .

(Continued from page 1)  
ing to Francine Guy, is for Haram-  
bee House to become an activity cen-  
ter for all members of the black com-  
munity.

For almost a year, Mrs. Chaplin and the Office of the Deans have been interviewing potential Directors of Activities for Billings Center. The Director of Activities needs to be someone with ideas and enthusiasm, who will feel at home in the Billings environment, and who will be will-

ing to give up her weekends. The job will include counselling, as well as the directing of center activities implied by the title. Mrs. Chaplin says that over thirty people have been interviewed, the search has been narrowed, and that Billings Center will very likely have its new director by the end of March.

During the first week in May, Billings Center will be open. What is done during that week depends entirely upon how close the building is to completion. Food services will not be in operation, and it is a safe bet to say that not all the carpeting will be in, nor all the walls painted, and that lack of furniture will make it look rather empty however; people will at least be able to get a look at what they've been waiting for all year. Billings Center will open at long last — you guessed it — in September, and it will have been worth waiting for.

### PRIZES

This year three prizes are offered to undergraduates through the English Department.

The FLORENCE ANNETTE WING MEMORIAL PRIZE FOR LYRIC POETRY, established in 1942 by Mabel Wing Castle, '37, in memory of her sister. The amount of the award depends on the income earned by the fund.

The VIRGINIA WAINWRIGHT ANNUAL SONNET PRIZE, established in 1963 by Virginia Wainwright.

The JACQUELINE AWARD, given by Eleanor and Rosamond Peck in memory of their sister. The amount of the award depends on the income earned by the fund.

**RULES:**

For the WING Prize:

1. The competition is open to all four classes.
2. Poems must be lyrics not exceeding 32 lines.
3. Each contestant may submit one poem only.

For the WAINWRIGHT Prize:

1. The competition is open to all four classes.
2. Each contestant may submit one sonnet only.

For the JACQUELINE Award:

1. Competition is open to all seniors who are candidates for the degree at Wellesley College.
2. Entries are to be either creative or critical prose.

**FOR ALL COMPETITIONS:**

1. Entries must be submitted on or before Tuesday, April 14, 1970.
2. Entries must be typewritten in double space on one side of the paper.
3. Each entry must be signed with a nom de plume. A sealed envelope accompanying the contribution of each writer must bear the writer's nom de plume on the outside, and must enclose the writer's real name.
4. Each entry must bear the name of the prize for which it is submitted. Any entry fulfilling the conditions for two of the prizes may be entered for both awards, but two copies, each appropriately labelled and with accompanying envelope, must be submitted.
5. Entries for all awards should be mailed to the chairman of the committee.
6. Announcements of awards to any member of the senior class will be made at commencement. All other announcements of awards will be made in the appropriate issue of News.

### FRESHMAN WRITING PRIZES

This year, for the sixth time, the English Department will award two prizes of \$25.00 each for freshman writing.

### FRESHMAN PROSE AWARD:

Any original piece of prose, short or long, critical or purely imaginative, written for a course or not, is eligible.

### FRESHMAN POETRY AWARD:

Any original poem or original translation of a poem is eligible.

Entries should be signed with a pseudonym and accompanied by a sealed envelope containing the author's real name, with her pseudonym on the outside. Each entry should state at the top of the first page the award for which it is to be considered. All entries must be received in 103 Founders by Tuesday, April 14, 1970.

An entry for either award may simultaneously compete for any one of the established writing awards whose specifications it fulfills. In that case, the author should state at the top of the first page all the awards for which the piece is to be considered.

Prize Committee: Miss Lever, Mr. Pinsky, Miss Berkman, Chairman.

# Mark and Daria, New Stars, Explain, But Not Very Much

by Marcie Kaplan '71

What is an interview for, anyway? Sometimes, an attempt to satisfy the hope that everyone else is human too. What ever made you doubt it? Roles, images, heresy: not knowing an anybody. How can I know him . . . our lives are apart. You can't; he's a myth anyway. I'll read an interview and prove you wrong.

No. Because what does an interview prove? Only that there are many anybodies that you'll never know. After 2½ hours at a luncheon-interview with Daria Halprin and Mark Frechette, the two stars of *Zabriskie Point*, I didn't know anybody any better than I did when I

walked in. I did have an interesting conversation with a reviewer from the *Herald Traveler*, but that is as far as I got in learning how somebody really thinks.

The first thing Daria Halprin and Mark Frechette want you to know is that the "Daria" and "Mark" in the movie have nothing to do with them. They don't like the movie, they don't like the characters, they don't like the lines, and that film is "not where they're at." Where they are is at Fort Hill. To best describe Fort Hill, which I cannot do at all, I will quote bits of questions and answers that flowed back and forth over the table at Boraschi's:

"Is Fort Hill a commune?"  
"It's not a commune," Daria corrected.

"A co-op?"  
"No. It's not a co-op."  
"Well . . ." (A little floundering.)

"... what is it?"

"It's a spirit."

"What kind of spirit?"

"A spirit!"

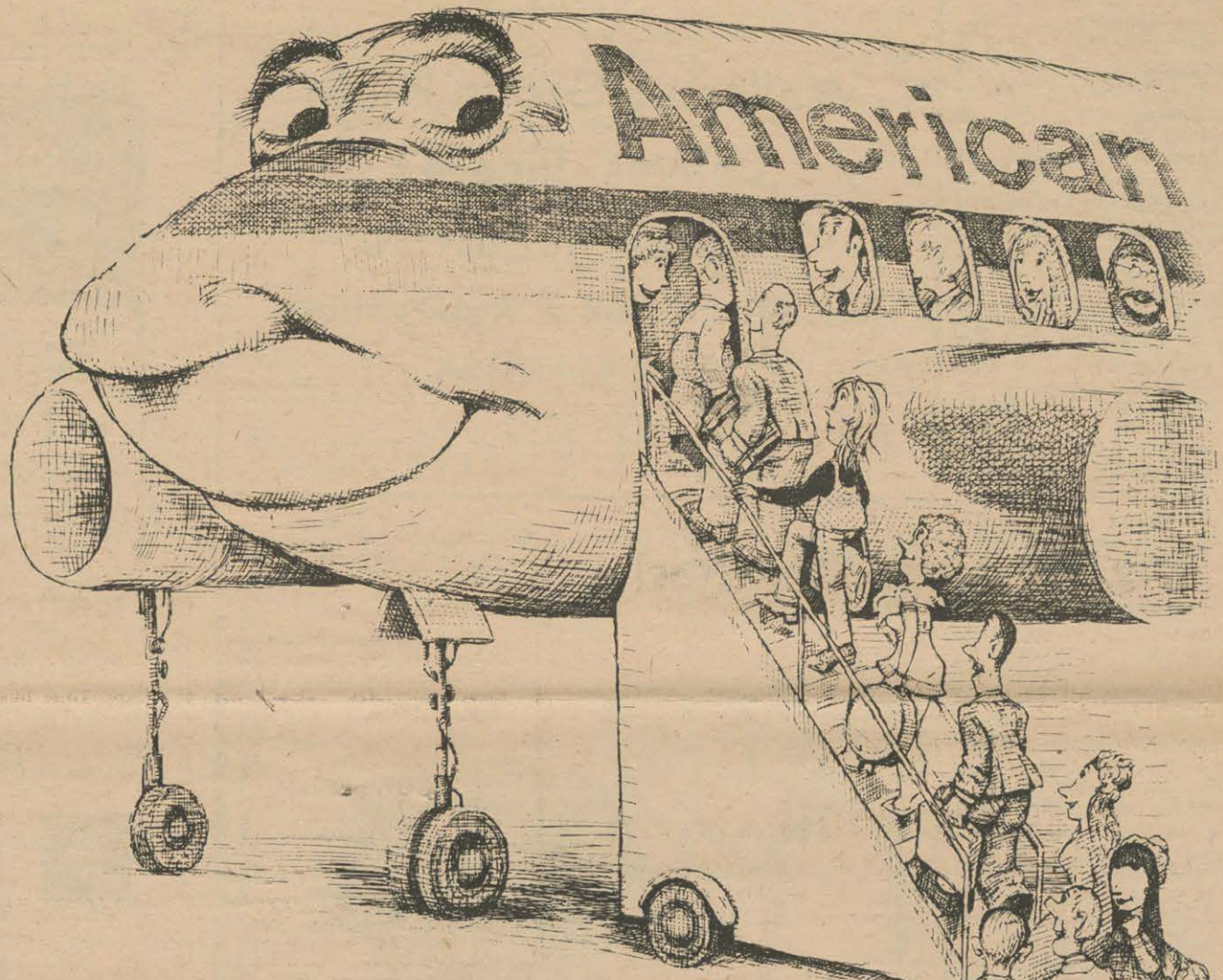
"Daria, there are many kinds of spirits. Can't you tell me which kind you are talking about?"

"It's the spirit."

"Daria . . ."

"Which god? People believe in a lot of different gods."

(Continued on Page 12)



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# Stars...

(Continued from Page 11)

"If you don't know what the spirit of God on earth is, then there is nothing more I can say about it."

"Well..."

"Mel Lyman..."

"Who is Mel Lyman?"

"He is the spirit."

I do not wish to belabor the point. I have already gone too far with it only because this dialogue is somewhat indicative of the general tone of the luncheon. Daria recommends that you read an article printed in the *Globe* a few weeks ago if you are interested in finding out about Fort Hill.

Daria finds it humiliating to be interviewed, because the questions concern not her, but the "Daria" in the movie. Although she and Mark arrived at the restaurant 45 minutes late, attributing their tardiness to a brief encounter with the police ("Where is Boraschi's?" "What street is it on," asks the cop. "THAT'S WHAT I'M ASKING YOU!" Mark responds appropriately. "LOOK I DON'T HAVE TO KNOW WHERE EVERY STREET IS..." Etc.), and although "Mark" harbors enough resentment towards the police in *Zabriskie Point* to line up an officer with the barrel of a gun, Mark and "Mark" are unrelated.

But in spite of an asserted delineation between film and for real, Daria and Mark did answer some questions about the movie. Daria thinks Antonioni (Before *Zabriskie Point*, he directed several other films, including *Blow-Up*) is a wonderful man, but both she and Mark feel that he didn't convey to them enough of what he wanted. The lines were often unsatisfying; Mark actually left the filming location and only agreed to return when Antonioni agreed to change the script. He and Daria both found Antonioni's approach to a nude scene (which aroused some controversy among locals) very "insensitive."

If this sounds fragmented, it is because the information comes only through answers to questions, never through volunteered descriptions.

What do I know about the couple? Very little. They do not want to speak about the movie and their feelings about the movie, but the movie is the only connection to them that the public has; they want to talk about the mind behind the face, but how much of a mind can you convey in a soliloquy for six reporters?

So what have I learned? Boraschi's has good food.

## SRC OPENINGS

One or two new student members of Structural Revision Committee will be appointed by Senate to serve for the remainder of 1969-70. If interested send your name, dorm, phone number, and a letter explaining your qualifications and interest to Pixie Loomis, Shafer, by Friday, March 12.

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# 'Walrus' Report...

(Continued from Page 10)

counseling and advising system was discussed. Departmental strengthening of major advisor systems and a "centralized information bureau oriented towards purely academic needs" are suggested.

## Federation

The need and importance of institutes and co-operation with other schools are discussed under proposals for expansion. Suggestions for institutes in Environmental Studies, Studies of Women, Urban Studies, and Summer work are given with possible structures.

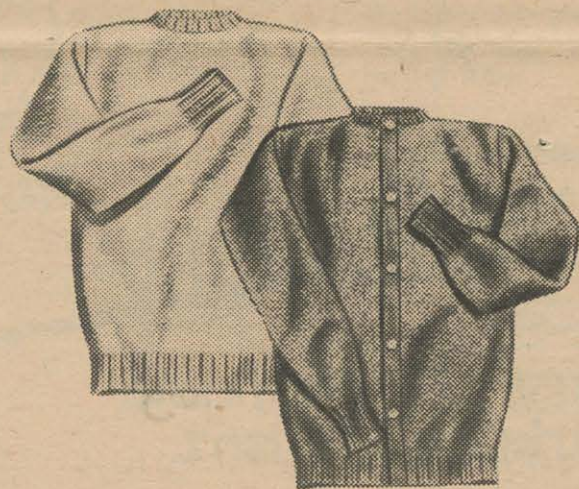
Federation with other schools has been recently increased through acceptance of the 11 (12?) College plan and reduction of scheduling problems with the MIT cross-registration program.

A brief report of college savings over the period of 1964-1968 indicates that implementation of the proposals is feasible. The report stated that "slower growth of the endowment would be the opportunity cost incurred if the college began to use its savings." The benefits are considered by the Renaissance '70 report as more than worth the cost.

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# Council...

(Continued from page 1)

March 18 in order to hold a workshop on "the nature and goals of education at Wellesley" was amended so that the workshop will be held on Sat., March 14, and then approved by Council.

The curriculum changes will be voted on at Council's next meeting. A proposal regarding black representation on Academic Council committees will be presented at that time.

## COUNSELORS

Children's coed camp on Cape Cod is seeking male or female staff members with the following skills: Swimming (Red Cross WSI) — Small Craft (boating, canoeing or sailing) — Riflery — Archery — Golf — Arts and Crafts Good salaries and fine working conditions. Applicants with some camping experience preferred. Please contact Mark Budd, 37 Cedar St., Newton Centre, Mass. 02159.

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